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ABSTRACT

The 10 papers in this collection focus on library education and research: (1) "Image of Library" (V. D. Stelmakh, USSR); (2) "The Study of Reading Activity in the Context of Australian Libraries" (G. G. Allen & F. C. A. Exon, Australia); (3) "Attitudes to Children's Reading in Singapore" (Tzu Pheng Lee, Singapore); (4) "Human Relations in Library Education: Developing and Maintaining Good Relations with Users" (Patricia Willard, Australia); (5) "Human Relations in Library Education: Relationships among Colleagues" (Robert Stueart, United States); (6) "Improving the Quality of Continuing Education" (Mary Chobot, United States); (7) "An Australian Approach to Continuing Professional Education" (Sue Phillips, Australia); (8) "Continuing Professional Education Needs for Brunei Darussalam: The Search for Quality" (Simon Francis, Brunei Darussalam); (9) "Good, Bad, or Irrelevant: Quality, Price and Value of Library Journals" (Carmel Maguire, Australia); and (10) "Towards a Regional Library Journal" (Thye Seng Chan, Singapore). (CGD)

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30 AUGUST - 3 SEPTEMBER 1988**

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Division of Education and Research

SECTION — LIBRARY THEORY AND RESEARCH

Session: 134 Friday 2 September 0900 - 1130

Image of Library *(61-THEOR-1-E)*

V.D. Stelmakh, Head of Section on Reading Research and Librarianship in the V.I. Lenin Library of USSR

SECTION — RESEARCH IN READING

Session: 124 Thursday 1 September 1500 - 1730

The study of reading activity in the context of Australian libraries *(7-READ-1-E)*

G.G. Allen, University Librarian and F.C.A. Exon, Research and Planning Librarian, Curtin University of Technology

Attitudes to children's reading in Singapore *(33-READ-2-E)*

Lee, Tzu Pheng, Senior Lecturer, Dept. of English Language and Literature, National University of Singapore

SECTION — EDUCATION AND TRAINING

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Human relations in library education: developing and maintaining good relations with users *(51-TRAIN-1-E)*

Patricia Willard, Senior Lecturer, School of Librarianship, University of New South Wales

Human relations in library education: relationships among colleagues *(52-TRAIN-2-E)*

Dr. Robert D. Stueart, Dean and Professor, Graduate School of Library and Information Science, Simmons College, Boston, Massachusetts, USA

ROUND TABLE — CONTINUING PROFESSIONAL EDUCATION

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Improving the quality of Continuing Education *(63-RTCPE-1-E)*

Mary C. Chobot Ph.D. Annandale, Virginia, USA

ROUND TABLE — EDITORS OF LIBRARY JOURNALS

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Good, bad or irrelevant: quality, price and value of library journals *(19-RTELJ-1-E)*

Carmel Maguire, Associate Professor, School of Librarianship, University of NSW, Kensington, Australia

Towards a regional library journal *(36-RTELJ-2-E)*

Chan, Thye Seng, Head, National Library, Toa Payoh Branch Singapore

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IMAGE OF LIBRARY

V.D. Stelmakh, *Head of Section on Reading Research and Librarianship in the V.I. Lenin State Library of the USSR*

Researchers — both library experts and sociologists, — while dealing primarily with externalities of users' activities (the intensity and structure of reading, time spent on it, library usage etc.), leave images and ideas inherent to users' mind in the periphery of their attention. Scientific papers in this field are scarce and give no ground to posit any established scientific trend with its own methotodology, theory and sociological technique.

However, the complicated world of images shouldn't be underestimated either from a theoretical or a purely operational point of view. In many respects, these very images determine attitude to library, boundaries of its utilization, and serve as a regulator of users' behaviour.

Moreover, the world of images and opinions is a source of specific information about subjective factors of cultural development. Its analysis makes the objective picture of social reality volumetric.

In current research started in 1986 we have been trying to compare library images in public and professional mind and to elicit a measure of their concertedness.

Though reconstruction of images, that are akin to artistic creations due to their obvious and emotional character, is a fascinating task in itself, it has not been the main purpose of the research. We think that images, possessing distinct value content, "most purely" represent social and cultural status of library.

First research findings were elucidated in the paper for the Round-Table Seminar in Reading in Bratislava (1986).[1]

The presented paper sums up the material of the latest stages of analysis.

Difficulties of Image Research

Any attempts to reveal library image in users' minds by means of questionnaires discourage researchers because the respondents limit themselves to laconic answers of a "Library-is-a-temple-of-knowledge" type. Difficulties with deciphering the answers cast doubt on the very possibility of existence of any clear library image in public mind.

In our opinion, it is due not to poor set of respondents' judgements but rather to a poor set of research instruments. Lack of common scientific ground and theoretical premises adversely affects any empirical research of images. As a rule, the same term "image" is used to describe quite dissimilar and even contradictory phenomena. The same occurs in the questionnaires where respondents are asked to express their point of view on the whole range of library problems — from most common ("poor conveniences") to most abstract and symbolic ("A library is a place where it is light and quiet"). These essentially different and unrelated judgements make a general ranged set of characteristics that are included by the researches into unitary "library image".

Our own experience has proved that the methodology of this kind has hardly any effect. As a rule, our requests to formulate library concept remain unanswered because the respondents not being library experts rarely possess the required level of intellectual reflexion and creative imagination.

That is why the main research method here is the content-analysis of fiction and professional literature that serve an "ideal field" for exploring stereotypes of library and librarians. Fiction offers a "purified" version of library value-models in public mind whereas library publications present its professional value concepts.

Image of Library in Public Mind

Wilson Library Bulletin of January, 1987, carried a set of short stories with librarians as main characters. Gregg Sapp, a science librarian at Idaho State University, Pocatello, who prepared the material for publication, writes in his introduction: "Librarians have spilt much ink, and vented much spleen, inveighing against what they perceive to be the unjust stereotyping of their profession. The image of the humorless spinster with her hair in a tight bun, granny glasses perched on her nose, and a sullen 'shhh' on her lips has seemed inescapable . . . there is ample evidence that the stereotypically schoolmarmish librarian is alive and well, if not eternal".[2]

Descriptions given to lady-librarians in these stories are in line with the conclusions: "a neurotic girl fast becoming an old maid", "a spinster with goldrimmed glasses", "old-fashioned librarian with 'the soul of a cataloger', permeated with the missionary fervor, installed into her at the library school".[3]

Usually, real, not fable, librarians either make fun of their fiction counterparts or get indignant at the writers' fantasies. Yet, behind these seemingly fantastic characteristics we can discern quite a conceptualized and clear-cut picture of library — opposed to modern life, library — a "cave, a retreat from life's complexities". It is confirmed by the conclusion drawn by a female character from one of these stories: "It's really one of those refuge professions . . . full of genuine oddities and many flamboyant and expansive personalities".[4]

This "oddness", i.e. being disconnected with reality, not understanding its actualities, turns female characters in the librarian profession into miserable, ridiculous but also poetical creatures.

Content analysis of some Soviet fiction is another proof of stability of traditional approach to a library as a depository of old collections little influenced by time and changes in the surrounding. Modern library is a powerful scientific and information institution that has entered public life — but not public mind; it has altered the nature and essence of readers' activities but it hasn't changes its century-old traditional image.

Literature and arts help to maintain this archaic image rooted in antiquity.

A few years ago one could hardly find even a couple of Soviet fiction works with librarians as characters. The content-analysis of fiction prose in the popular young people's magazine "Yunost" (Youth) carried out by Soviet sociologists over 10 years ago showed that not a single female character was a trained librarian, that no mention of a library was made in young people's talks, that neither the situations described nor the plots of the above-mentioned novels and stories were connected with a library.[5]

Recently there appeared books and movies representing libraries and librarians. Though such examples are scarce, the fact, in itself, is important as an indication of librarian occupation becoming more popular and the status of library becoming problematic in public mind.

In the recent Soviet hit-movie "In Love — According to His Own Wish", the main character was a girl librarian: she was shown as a protagonist of kidness, truth, justice and as such opposed to other personages. Her convictions and conduct serve as a moral standard amidst complicated human relationships around her. She was plain, outmoded, awkwardly dressed, touchingly funny and unprotected in her sincerity and desire to come to people's aid. Those around her treated her with a condescending curiosity and sometimes even with malignant mockery. At times there appear shots of a library interior — a gloomy, unsightly place crammed with lumbering shelves and dust-laden books.

Fiction gives us the same types of cliches: "She was young, about twenty years old; her youth was murderously wrapped in baggy clothes (a jacket too big, a baggy skirt); was somewhat selflessly kind and misfit; her eyes were deep and shining; unselfish, she was ready to spend hours helping an occasional fellow, who happened to drop into the library to choose interesting books, advising to read not 'about spies' but this and that where there was truth, there was thought.

. . . And her face was homely, with high cheek-bones and nervously twitching unsmiling mouth". Her other characteristics are: "humble", "understanding", "pitiless to bad books", "read with machine-gun speed". In her room "there were pictures of kindly women from the by-gone century" and "books everywhere, and this in a ting dusky room blindly looking into the yard".[6]

Thus, on the one hand, most noble and fundamental values of human civilisation are connected with library. (". . . for me the library proved to be an oasis of purity of the soul and youth. I discovered that one could become grown-up, even grow old without losing the priveleges of the youth . . . It is because you always meet with quite young people who have not yet learnt to be pretending, cheating and hypocritical".[7])

On the other hand, there are traditional values of the past which are essentially lost by modern man. Hence, the disparity between the external and the internal structure of the library and librarian images and their surrounding reality.

Writers' attempts to "degrade" the image of library and thus to fill the gap in cultural traditions lead to another extremety-degrading the librarian profession: "Some people build roads, other discover stars, but somebody must lend books to students".[8] "The minute I tell anybody that I'm a librarian they look at me as if I were the last rose of summer".[9]

The library world is a world of eternal values poeticized by authors and opposed to spiritual sterility of modern life. (". . . it seemed that, together with the dust of books, he (the librarian — V.S.) had a coating of something remotely human"[10]).

The evident disparity between modern library and its image in fiction is explicable: algorithms of opinions tend to be very stable; once established, they survive for decades and even centuries resisting any attempts of disproval or dissolution. The awareness of this circumstance however cannot dissipate our worry about what is happening, since literature and arts — these mighty channels of influence — reproduce obsolete patterns of library activities, firmly fixing them in public mind. The XXth century library is still awaiting its artist.

Library Image in Professional Mind

And what is the librarians' idea of themselves? To what extent their "Self-image" is compatible with the public concept of library as expressed by writers and artists?

To get answers to these questions we asked a group of librarians to express their attitude to the main female character of the above-mentioned film. ("What do you think of the main character — a female librarian: her appearance, lifestyle, personal traits, attitude to other people, convictions etc.? How precise and convincing is this image of a librarian as presented by the film producers?"

The film turned into a mirror for librarians to look at themselves. And it clearly reflected professional stereotypes. The distribution of answers testified to a high level of professional solidarity, group consolidation and strong group orientations. 60 per cent of the respondents gave a distinctly negative assessment of their cinema image, 13 per cent accepted it only partly, the rest hadn't seen the film.

Professional values and norms are held in high esteem by the group members, and they are ready to defend them with the entire strength of their authority. This explains the aggressiveness of the answers — a kind of a backlash to the group status in public mind. Film producers were accused of incompetence ("They have no idea of library profession. We are quite different!"). They were suspected of a deliberate misrepresentation and bias. ("The author has a biased opinion"), and even of an attempt to deliberately insult and humiliate the librarians ("This is an insult on librarians", "This is a parody of a librarian" etc.).

Here is the respondents' conclusion: Artistic images and their living prototypes have nothing in common. One of the librarians said: "In my practice I have never met such an individual".

This painful reaction to the fiction counterparts and to the librarians' concocted image, as a rule, has no personal linkage. A librarian sees not his or her individual but a group portrait in the looking-glass. Librarians perceive it not as degrading of their own "Self" but rather as an encroachment upon the group rules and attitudes, upon what is "Us" - a collective professional image.

What do the librarians range against the world which is so far away from reality, the world of artistic fancy, transformed images and unrecognized ideas? It should be expected that the librarians' concept of their profession would be exactly the opposite.

The librarian's looks, according to professional press, have nothing in common with the presentation given by men of letters. It might be a "modern girl who looks after herself, with the eyes looking forward and filled with the light of surprise and joy" or a modern woman "tall, delicate, resembling a picture from a fashion magazine, fond of having good time and entertainment".[x]

Both external and internal qualities of the image reflect the librarians' ideas of their dynamic role in contemporary society and their lofty cultural mission. A librarian is a "a person of action who cannot imagine his or her life without work", "a respected person invested with confidence", "a person who should always be amidst people, together with them think about the future and solve burning tasks of the day". It is "a person of great culture, perfectly educated, with almost a professional knowledge of painting and music", etc.

Librarians see themselves as "pleasant interlocutor", "elder comrade", "friend", "teacher", "tutor", and so on.[11]

The professional concept of library has the same dynamism: least of all, it responds to the traditional idea of a "cave", a "retreat" or any other covert organism well protected from life. Contrary to it, professional literature gives birth to a specific image of the world which might be called "bibliocentric", the world where library is an organising centre, the world rotating around library. A library-life or a library-environment link is interpreted by librarians very straightforwardly, with many indirect links just omitted. Its transforming impact upon all sides of life is immediately felt. Library solves all problems and eliminates all difficulties, opening road for technological progress and social change.

Professional press is flashy with examples about how, owing to library, "a new railroad has been commissioned one year ahead of schedule" or "milk yields in the state farm have grown by almost 600 litres per cow". Or an exhibition organised by the library "has helped to solve the problem at which the plant had been working for a long time". It was in the library that "proposals have been born as to how to fully save and economically spend fodder — and now they are being brought into life in the farm". It was also found that without a library "no reform is possible"; library is conceived as a "cultural and scientific centre" and as a "communication centre". Finally, it is said unequivocally that "today library fulfils not only the functions of a club but also of a school, militia station, Komsomol committee, and so on".

As a result of this exaggerated self-estimation, proper library functions along with understanding of a specific character of library-environment link are vanishing in professional mind.

Moreover, this self-overestimation results in a condescending attitude to the "poorly developed" reader, that ruines the reader-librarian relations of trust. Readers instantly respond to even the slightest manifestations of professional snobbery. Latvian research findings of 1985-87 have shown that 30 per cent out of those 70 per cent of library visitors who had no wish to discuss with a librarian what they had read explained it as follows: "I wouldn't like to disturb".[12]

The elevated "self-image" might be a specific reaction to the poor social image. Yet, professional claims could become socially or culturally meaningful, provided society itself recognized them.

Well, the analysis of the library and librarian images reveals the disparity between the professional and public stereotypes, from which both sides lose. The recognition of library's lofty, symbolic value and underestimation of its actual role in the process of modernization do not allow for its wide use in social practice, adversely affecting allocations for its development.

Librarians, especially the young ones, painfully reacting to their outsider's position, stop identifying themselves with their profession. To the entry in our questionnaire: "Many of you have children. Would you like them to become librarians?" - over 70 per cent of the respondents gave their clear "No!"[xx] Their explanations testify to specific social inferiority complex: "I am ashamed sometimes to say that I work in the library", "Whenever you tell your acquaintances you have chosen library profession they feel sorry for you. Library profession as a career is assessed as punishment straight at college", "The number of those eager to work in the library is decreasing", "Unfortunately, the falling prestige of library is not an idle talk but a bitter reality!", and so on.

In part, the librarians attribute this unjust public opinion to their own insufficiently high level of education and culture, lack of erudition, uncommunicativeness. But, generally, they put down their distorted image to the ignorance of their profession among the public at large. ("People say: "You are just reading there all the time. What else have you to do?").

The archaic image of library as a "store-house of antiquities" and of librarians as darling, old-fashioned anchorites has become an antipode to "living", modern library. Though images are rather stable and almost undestroyable, they might be corrected — by spreading knowledge about library, its opportunities, diversified services and forms of activities.

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x Here and further on the librarian's compiled image is made on the basis of quotations taken from articles in professional press.

xx A similar conclusion has been drawn by Australian scholars. The poll among University students in the capital in 1963 gave the following results: the librarian profession ranked the 19th

among the other 22 professions submitted for consideration. Managers, merchants and farmers put it the 38th in the list (13).

007-READ-1-E

THE STUDY OF READING ACTIVITY IN THE CONTEXT OF AUSTRALIAN LIBRARIES

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ABSTRACT

This paper considers the role that libraries play in supporting and stimulating reading. Reading is identified as an activity that merits research attention, especially in the light of significant literacy problems among young Australians, and the transformation of Australian society into one that is both multi-cultural and multi-lingual. Investigations of the Australian book trade, including book exchanges and public book sales, indicate the extent of reading activity in Australia. Another indicator is library usage, commonly measured by library membership or borrowings. The limited body of Australian research that has studied library usage is discussed. The authors believe that, while Australian librarians have previously shown little interest in the problems of reading, there are now signs that this is changing.

It is implicit in the processes of establishing and maintaining libraries that those who are expected to use them will read the resources in the collection. For this reason it was a long established practice to refer to those persons as "readers", although in recent years there has been growing opposition to that term, and librarians have been adopting a variety of other words to describe those persons for whom they provide reading resources. Michael Gorman (1983) has discussed this "problem" amusingly but also perceptively. But while the arguments for the abandonment of "reader" have some validity — not all library resources require reading, many of the resources are borrowed or copied rather than read in the library, etc. — it is still surely true that most of those persons who make use of libraries are using print materials, and either read them in the Library, or after borrowing or copying them. The activity of reading is therefore of basic interest to librarians, and it is appropriate that they should be involved in studying the incidence of reading in their libraries, the personal performance of their "readers", and the situations that may exist in libraries that would impair the effective reading of their resources.

In recent years there has been a lively debate in Australia about the problem of literacy, (or is it illiteracy?), among the young, and the secondary education system has come under considerable criticism. Concerns have also been expressed in the tertiary education sector about the literacy levels of students, and even graduates, and there has been a continuing promotion of the needs for "communication skills". Perhaps unfortunately the latter term has tended to replace such old fashioned ideas as the ability to read and write, and the problem of communication has become confused in the realm of non-verbal, visual, digital, or whatever, information transfer mechanisms. In fact we have complicated a traditional and unambiguous measure of educational and cultural competence by the introduction of an imprecise jargon that more often provides the student with an excuse for a poor literary performance rather than a means to educational achievement.

At the same time Australia has been undergoing a radical transformation from an essentially British, English-speaking nation, to a multi-cultural, multi-lingual society in which a growing minority are not even conversant with the roman alphabet. It has long been a matter of some pride that Melbourne is the "second largest Greek city in the world", and the shop signs in some suburbs will demonstrate the reality. But a significant immigration in recent years of Turks, Vietnamese, and others with non-European linguistic backgrounds, has exaggerated, if not actually created, the problem of limited literacy in English which remains the essential vehicle for education and communication whatever government policy on multi-lingualism may decree.

From a survey of adults living in Sydney Goyen (1978, p.1) reported that 3.7% of the respondents born in English language countries were functionally illiterate, but that for those born in non-English speaking countries, illiteracy in English was as high as 43.3%. At that time it was asserted that "In Australia, the involvement of librarians in adult literacy programs is negligible" (Goyen, 1978, p.5), and though this may still be strictly true, there is evidence of a growing awareness by librarians of their relevance to literacy issues. Thus the Library Association of Australia (1985) has adopted a formal position (Libraries and Literacy), and a Section on Literacy has been formed within the Association. Perhaps in consequence a number of public librarians have involved themselves actively in adult literacy programmes (eg White, 1981, Wilson, 1982), and others have begun to address the problems of library organisation and services to illiterates and new readers (eg Haythorn, 1985).

The presence in Australian society of significant numbers of non-English speaking immigrants, of all ages, creates two distinct needs for reading resources. For those involved in acquiring English language fluency, whether through formal ESL* programmes or otherwise, libraries have a role but face particular problems of organisation and presentation of services. "Many (ESL) students have no concept of a free public library service and others are disconcerted by anything relating to bureaucracy. The library is the last place on earth that many people with long term literacy problems will want to visit." (Haythorn, 1985, p.23).

Australian public libraries also face the problems of providing reading materials in their own languages to non-English speaking communities. Funding, selection, in the absence of linguistically competent staff, cataloguing and service are frequent difficulties, but nothing is more difficult than the establishment of contact and the development of the reading and library habit among these groups. Bertelli (1981) has noted the significance of ethnic clubs and organisations in the provision of information related services and proposes that librarians should capitalise on these organisations to convey their message.

Libraries, and especially educational libraries, secondary, technical college, and even some university, have actively promoted the alternative media. Progressively film, tape-slide, and video-tape have challenged traditional print and paper, and the inter-active video-disc or CD-ROM technologies are promising further attacks on the old fashioned skills of reading and writing. The mushrooming of commercial video-tape "libraries" throughout Australia, in the wake of the massive sales of video-recorders, should remind librarians that, to quote Cambourne (1983), "the growth and development of libraries is inextricably linked to the growth and development of literacy".

Availability of Books

It is reasonable to assume that the extent of reading activity in the community reflects the availability of books, in libraries, in bookshops, or in private homes. While this paper is mainly concerned with the role of libraries in supporting and stimulating reading, there are some aspects of the other avenues of access to books that merit a brief mention.

Australian Booktrade

The readily available information about the book trade, in any guise, in Australia is both limited and general. While Zoll (198?) has studied the book trade in the early colonial days of Western Australia, contemporary interests in the educational, cultural or sociological implications of the availability, nature and use of reading matter appears to be almost non-existent.

"Statistics on the Australian book industry are sketchy with most based on figures supplied by members of the Australian Book Publishers Association" (The Year . . ., 1987). In 1987 a total of 4219 new titles were reported, a record production and an increase of 161% over 1974. "Unfortunately no comparative figures are compiled by the Australian Booksellers Association but the federal government's Bureau of Statistics will, late in 1987, be including book sales in its annual reporting of retail trends." This assertion by the Australian Bookseller and Publisher is not strictly accurate. In reality the Bureau of Statistics conducts a five yearly census, the most recent of which occurred in 1986 and included data on the book trade, which is still in process of analysis. While the conventional wisdom has been that Australians are significant book buyers, there is really no supporting evidence. Indeed there is at least a suspicion that such data as has been cited includes a confusing array of printed materials such as greeting cards and other wares typically sold by newsagents.

No estimate of numbers of books held in private collections is remotely possible. However, the sales figures of bookshops, if they become available, will give some indication of the extent to which individuals are buying books, although of course it is possible to purchase from overseas booksellers through the mail. Other indicators of the interest in books are the phenomena of book exchanges and book sales.

Book Exchanges

The book exchange is possibly a unique Australasian phenomenon, something between a second hand book shop and a subscription library. So far as we knew no study had been made of the nature or activity of book exchanges in the context of the dispersal of books in the community, and so we organised a small pilot survey of 15 book exchanges in Perth.

The basis of book exchange operations is that customers purchase books at a reasonable price, usually between a half and two thirds of the Australian recommended retail price with a guaranteed refund on return of between one third and a half of that price. Some exchanges depend almost entirely on customers returning books, but others obtained stock from a variety of private or commercial sources. Most report 50% or more of their customers are regulars.

The greater part of the stock of the exchanges is paperbacks, predominantly but not entirely of fiction, with science fiction, romance, adventure and crime or mystery being the most popular. The stock of the exchanges ranged between 6000 and 27000 volumes, and the estimates of sales were surprisingly high at an average of about 100 books a day. At this rate it is reasonable to deduce that these exchanges are providing several hundreds of thousands of books to the people of Perth every year! A more detailed account of this information is being prepared with a view to publication (Machlin).

Book Sales

Large scale book sales have become a feature of life in some states in recent years. In Western Australian two principal agencies are involved, the State Library Board and the Save the Children Fund, though numerous other charities, school fetes, etc, also organise book sale events.

The State Library Board of WA, responding to a government instruction to public authorities to seek alternative sources of revenue, commenced sales of discarded books in 1982. The source of these books is the public library sector for which, in the integrated state wide public library service of WA, the Board purchases stock in multiple copies. When demand for a title declines, surplus copies are withdrawn from stock and offered for sale to the public. These sales are arranged 3 or 4 times a year, until 1985 only in Perth, but in 1986 the first country sale was mounted in Geraldton, followed by sales in Kalgoorlie, and Albany in 1987. Typically about 40,000 volumes are offered at each sale and from the six sales held between March 1987 and February 1988, some 200,000 volumes were sold (see Table 1). The revenue from sales was $120,000 in the financial year 1986-87 (McCall, 1988).

TABLE 1. State Library Board of W.A. Book Sales 1986-88

Date	Location	Volumes Offered	Volumes Sold
July 1986	Geraldton	16,000	13,500
March 1987	Perth	37,000	32,000
May 1987	Kalgoorlie	20,000	17,500
July 1987	Perth	57,000	54,000
Oct. 1987	Albany	25,000	24,500
Dec. 1987	Perth	42,000	37,000
Feb. 1988	Perth	45,000	35,000
		242,000	213,500

Books that remain unsold may then be passed onto a charity, including the Save the Children Fund. This voluntary organisation holds two book sales annually in Perth, one at the University of WA and the other at Curtin University of Technology. The organisers have advised that in 1987 their two sales netted $60,000 in revenue and they estimate that some 85,000 books were sold. Unfortunately, but understandably, no precise records of the numbers of books in these sales are kept. However, it is clear that, when combined with the State Library Board Sales, these activities represent a very significant dispersal of books through the community.

But the trail does not end there. The Save The Children Fund passes many of its unsold books onto other charities, such as the Red Cross or the Salvation Army. We have here a fascinating scenario of books recycling through the population, having originally been purchased by a library or a private person, they are donated to a charity and sold through a long chain of outlets. Clearly books are finding good homes in Western Australia, and one must presume that they are also being read.

In Tasmania, which has a similar public library system to that of Western Australia, the State Library has been conducting sales since 1984. To the end of 1987 nine sales had been held, of about 6000 books each sale and about 50% being sold. No other occasional sales have been reported from that state, but the Red Cross is known to maintain a permanent second-hand books operation.

The State Library of South Australia held one sale some years ago, but has not continued the practice, and the University of WA also arranged a sale of unwanted books in 1986, but library sales generally are isolated events. Charity book sales are held in other parts of Australia. Again the impact of book sales on the dissemination of books and on the reading activities of the population are issues that could well repay researching.

Published studies of libraries, as providers of reading resources, have been undertaken, but they are far from numerous. Moreover the motivations or concerns have had more to do with funding, levels of provision, or crude measures of patronage, than with the actual reading activities of library users.

General Public

Reading by the General Public is of great concern to the managers of public libraries, particularly when contemporary governments are increasingly interested in measuring their performance. The ability to predict patterns of taste accurately is of vital importance in maintaining the performance of a public library. Other papers have described the organisation of public libraries and in particular the varied relationships which exist between them and the State Libraries, and thus with government. The Committee of Inquiry into Public Libraries (Horton, 1976), reported levels of public library membership in Australia (approximately 25%-30%) which match those suggested by Mann & Burgoyne (1969) for UK and other developed countries. Since that date there has been no national study of public library use although there has been a number of regional studies.

Two Victorian studies (the Westudy Report 1976, and Handfield and Hamilton-Smith 1975) were two important studies which attracted some international attention. Their motivation grew out of the more general concern about the role of libraries in information-seeking and more especially concern about needs for community information. The conflicts between these two roles for the public library will not detain us here, beyond acknowledging that it exists, and that its existence will create problems for public librarians in justifying their service. However, given that difficulty, it is interesting both that so little has been published in Australia on readership studies; and that those which have appeared have mainly been conducted by library school students. Parr (1977), for example, studied the users of a library in an inner suburb of Sydney, discovering a strong correlation between public library use and involvement in formal education, while Williams (1978) reported a similar, but different, study of information need and library use in a comparable suburb of Melbourne, with a high level of membership (nearly 60%), and similar relationship with participation in formal education.

Although published studies of public (municipal) library use seem to be rare in Australia there have been studies conducted of other important libraries available to the General Public. For example, the State Library of Victoria conducted a user survey (Whitehead, 1984) as part of its corporate planning process while in 1982 the National Library of Australia conducted a survey of its users (Swindley, 1983). This was of special concern because the National Library of Australia is located in a national capital of which a major part of the population comprises public servants and academics. This is a very different context from that of the British Library or the Library of Congress.

The only national study of Australian reading habits was that conducted by the Literature Board of the Australia Council in 1978 (Australia Council, 1980). This revealed high levels of book readership (70%) and its results might be compared with contemporaneous studies in USA and UK. However, while the Australia Council study purported to be a national study, it in fact excluded WA. An attempt was made to fill this gap by Exon (1988), but this was again undertaken with student labour. The study revealed levels of public library membership similar to those reported by Parr and Williams.

In general, it is interesting that so much of the published literature is dated in the late 1970's. It may well be that research interests have shifted to other topics, or that the concerns of library managers have changed. Certainly, when AACOBS surveyed opinion as to the most urgent topics demanding research, reading and public library membership were not mentioned. However, in a multicultural society such as Australia's, the ability to transmit information in printed form is clearly as important as is the multi-lingual literary interests of migrants.

Children

The importance of reading by children has been noted by many researchers. The UK study by Whitehead (1977) was updated and extended by Heather (1981) in UK. An ambitious nationwide study was attempted in Australia by Bunbury, who adapted Whitehead's methods to survey the reading attitudes and behaviour of children. Unfortunately, no report has yet been published, although one of the most valuable products that was promised was a list of the titles enjoyed by children participating in the study, even though when published it will now be some years out of date.

The issues of literacy and reading among school children and school leavers have been widely discussed, and with changing emphasis. Reeves (1985) identifies Australia today as a society that has become "print dependent for essential communication" and argues that the literacy debate is no longer about whether children can read or write, but "whether individuals . . . can comprehend and use the extraordinary variety of formal and informal print". In his review of the report of the Beazley Committee, a major enquiry into education in Western Australia, McGrath (1985, p.6) relates the development of literacy to the school and public libraries. "Developmental reading, as a continuing process throughout the students' primary and secondary schooling and beyond, requires emphasis. The function of the library resource centre in literacy needs enhanced recognition. . . . Literacy . . . and . . . reading . . . can be promoted and stimulated by access to libraries and through the work of librarians, not only teacher librarians, but those in public libraries and in the larger group of libraries which students begin to make use of as they progress through secondary school."

Tertiary Students

Reading by students is necessary for two reasons:

1. for relaxation.
2. for the accumulation of the knowledge necessary for achieving educational objectives.

The provision, by academic libraries, of literature specifically for the first reason is becoming less acceptable in times of increasing economic restraint. Even in 1965 Radford, reporting on a study of student recreational reading at Sydney University, commented that "the main purpose of the Fisher Library is not, of course, to provide recreational reading matter". The conclusions of that study included the finding that students reported purchasing recreational reading matter rather than borrowing it from their university library, although if all library sources were counted, libraries were, just, the major source. The study confirmed earlier British and American observations that fiction is by far the single most important type of recreational reading for students.

However, there are also problems in the provision of literature intended to support academic study, and in the assessment of its use. "To measure borrowing is not to measure reading but it must be assumed that there is a correlation between the two" (Jolley, 1972). While there have been few, if any, studies of the specific reading activities of university students in Australia, several librarians have attempted to assess the extent of reading through the measurement of levels of consultation or borrowing of books, and the relationship with course requirements and outcomes. Jolley (1961) observed some correlation between heavy borrowing from a reserve collection and the attainment of high grades, contrary to the findings of other writers (eg Mays, 1986). In a further study (Jolley, 1972) he found that 30% of a sample of 452 students "declared that reading was either unnecessary or impossible"! Generally Australian academic librarians have been more concerned with the statistical performance of their collections than with the reading activity, and possibly related educational success, of the students that generate that performance.

A major difficulty in accepting borrowings as evidence of reading activity in a collection, lies in predicting accurately what is needed, and thus what should be used if it should be available. Some of the practical problems involved in the selection of resources were revealed in a study by Lee (1986) which attempted to analyse the available literature of social work, and to marshall the services of academic faculty to assess the relevance of specific titles to the needs of the library's clientele. While academic staff found that all the 272 titles submitted for their assessment would have been of some relevance, the study was hampered by the poor response from staff to the invitation to participate; only six out of eighteen responded, and two of these then withdrew when they saw the length of the list of titles to be examined!

It is not proposed to discuss here the arguments surrounding the use of statistical methods to predict accurately what material will get used in a library. "What we need to know is whether the student succeeds in finding the book he wants, whether he gets from it what he needs, and how far it helps him in the educational process. . . . It is certainly possible to refine on the statistical crudities. . . . (However), the next step is to abandon the mass approach for the detailed study of real students" (Jolley, 1961).

However another difficulty in the use of borrowing data as the measure of reading activity is that formal borrowing may not in itself be a reliable indicator of use. Photocopying for example is one type of in-house library activity which is a surrogate for in-house library use, and has become a major student activity in all academic libraries (Grosser, 1988, p.3). It is assumed that what is copied is subsequently read but that assumption is quite untested.

If it appears from the literature that Australian librarians have little real interest in the problems of reading, even of the materials in their own collections, this may be attributable to several circumstances. Firstly libraries, as have long been assumed in Europe or North America, are in fact a relative novelty in Australia, and the primary concern of Australian librarians has been to establish collections and services. Secondly it has tended to be assumed that what was right and proper for British and American libraries would be equally appropriate in Australia. Perhaps, as a consequence, Australian librarians have not, generally, gone looking for new problems, nor have they been receptive to a philosophy of research as a central component in library operations and management.

Nevertheless there are clear signs that Australian librarians are beginning to respond to the concerns of educators and the community in the area of literacy studies and programmes, to the changing literature needs of a multi-cultural society, and to the economic pressures on collection development. The time may well be ripe for Australian librarians to become more active in the study of reading activity, and the meeting of this Round Table may well be fortuitous in creating a focus for our professional thinking.

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* ESL = English as a second language

33-READ-2-E

ATTITUDES TO CHILDREN'S READING IN SINGAPORE

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ABSTRACT OF CONFERENCE PAPER

In Singapore, the growth of the reading habit is hindered by the low regard for children's literature and for story telling, and the lack of real parental involvement and guidance in what children read for pleasure. Competitiveness and the push to academic excellence have been largely responsible as has the deeply ingrained respect for the book as a tool of learning rather than of human development. Library and book development and the growth of an indigenous Singapore literature are adversely affected, for the foundations laid in the early years of life decide the attitudes of the adult towards reading.

Biographical Information

Lecturer in English Literature at the National University of Singapore since 1973.

Research interests: children's literature and new literatures in English.

Publications include: Growing Readers (1987), a parent's guide to early reading; a book of poems Prospect Of A Drowning (1980) which won the Singapore National Book Development Council's Award for Poetry in English in 1982.

Author was country-editor for the work in English of the ASEAN Anthology, The Poetry of Singapore (1985), an anthology of the poetry from the four languages in Singapore.

Awards: the Singapore Cultural Medallion for Literature, 1985; the South East Asia WRITE Award, 1987.

Author's second book of poems is due in September 1988.

Married; one daughter.

It is generally true that the attitudes of adults towards children's reading have a crucial bearing on reading habits in the young. In Singapore, the attitudes of parents and of society towards children's books are still insufficiently enlightened and thus hamper the growth of the reading habit. Because parental attitudes affect the relationship with books in the earliest part of a child's life, they are the more in need of education. How we regard children's reading has consequences not only for individuals but for the development of library resources, book development, and what we in Singapore are especially concerned with: evolving a viable Singapore literature.

Academically the young in Singapore excel by comparison with those in advanced countries. It has become common practice for schools in Singapore to produce crops of students with astonishing eight and nine A's for their O-Level results, and A-Level students with A's in every subject. Indeed the better schools compete to see which can produce the larger crop of high achievers. However, there does not seem to be a correlation between how these students do in school and their performance at university. In my own subject, cases are all too common of students with distinctions in English Literature at their A-Levels showing themselves capable of merely mediocre work. In general, many students appear not to have a wide knowledge outside school subjects nor even, in some cases, within those they have ostensibly excelled in in school. Many do not read widely and, when they do, it is to enhance their skills in a certain subject. Leisure reading, if it is done at all, is largely of pulp fiction.

Our problem is not that our young cannot read. We in fact have a very high literacy rate — about 87 per cent of the population are functionally literate and can read the newspaper in one language at least.[1] It is that they do not read widely and tend to take a rather utilitarian view of books. Perhaps our Asian esteem for the book as an educative tool is so deeply embedded as to leave little room for us to think of reading as educating in a wider, and a deeper, sense, especially in the stimulus it provides to feelings, imagination and the sense of communion with the thoughts, emotions and beliefs of others. We seem to be particularly intolerant of the need in ourselves to feel pleasure other than for an objective and conscious purpose. As long as society in Singapore continues to hold a fairly narrow perception of the value of reading, attitudes will persist that will retard the development of the reading habit.

While one of the encouraging signs in recent years is parents' greater acceptance of the value of preparing pre-schoolers to be early readers, the full understanding of the significance of a child's early exposure to books and the cultivation of his love of them, is not well understood. Our National Library and its branches have a very active parent-education programme which includes workshops on reading with pre-schoolers. But many parents tend to see early reading as helping the child to cope better with schoolwork; they are insufficiently aware of early reading as contributing to the child's emotional, imaginative, and moral life, to his human development.

From my observation, this is suggested by two attitudes which are common in Singapore:

(1) the low regard for stories and story-telling;
(2) the lack of interest by parents in the reading materials of primary school children so that scant attention is paid to the quality of what is being read.

Let me elaborate on these in turn.

I see society and our educational system as exerting a palpable influence on narrowing parents' capacity to understand the full worth of literature. Singapore is an extremely competitive society. The parent feels this nowhere more than in his child's school-going years. If he is a working parent his experiences in the working world are likely to reinforce this view.

The push to academic excellence begins almost from the cradle. A common phenomenon is for kindergarten children (four and five year olds) to have formal tuition at home by paid tutors or by their parents. This practice often continues throughout the child's primary, secondary and, in some cases, even tertiary education. Linked to this home tuition phenomenon is the ubiquity, the unfailing availability of "assessment books". These are books brought out by private publishers, workbooks in which children do exercises in language, mathematics and science. There are assessment books for each of these subjects, at every level from Primary One to O-Levels, and they are perennial best-sellers, selling by the tens of thousands every year. The cost of these can run easily into several hundred Singapore dollars for a parent in any one year. These are books even less well-to-do parents are prepared to spend sums of money on, though they are reluctant to buy story books for their children.

There is no doubt that parents and the education authorities give considerable input into children's education in terms of resources, time and concern. Yet it is ironic that the value of imaginative liter-

ature is ill-understood in this hot-house atmosphere. Our children are generally good readers in that the whole environment pushes them to be adept at the reading skills. But the inner self-motivation to read because reading is pleasurable is under-developed. On the whole, books are valued for their usefulness in the learning of the school subjects; books which tell stories and which give pleasure through stories are thought unimportant and dispensable.

In the life of the school-going child, the view of his parents that reading story books is "wasting time" is still common. Singaporean children are "bookish" compared to their counterparts in other Asian countries, but this bookishness has to be seen in its true light.

It seems to me that fairy tales have in a large way been responsible for creating in people's minds the widespread attitude that what children read for enjoyment is of little worth. Many people, including parents, think of fairy stories as trivial make-believe, and since children seem to like fairy stories one cannot therefore expect much from anything else that they read. Such an attitude seems to me quite regrettable.

The low regard for fairy stories has led in turn to a lack of understanding of the importance of story-telling in nurturing a child's love of books. Whereas educationalists and children's librarians know that story-telling is one of the most important ways to secure a love for reading likely to produce the life-long reading habit, society's attitudes prevent the more widespread use of story-telling in Singapore.

The public libraries in Singapore are the only places offering an active programme of story-telling to children. But even the libraries have their problems. Staff who do story-telling are mostly untrained in the art, and there is no provision in training them for this.[2] Nor is it acceptable generally in our society that a librarian with high academic qualifications be allowed to do story-telling, among her/his other duties, even though that person may have an interest in doing it.

Vast sums are being poured into the libraries in Singapore as they move into higher technology. Unfortunately, computerization does not appear to be accompanied by an indication of efforts to develop the human service librarians can provide, services which could be enhanced once these personnel are freed of their menial tasks. This is worrying.

The media have made some attempt to offer stories to children, but in a desultory way. Singapore television once produced its own story-telling programme ("Share A Story") for children between five and twelve years of age. This programme had limitations which, in my view, could have been overcome fairly easily.[3] The series has since ended and there have not been any further attempts to develop similar programmes using Singapore expertise.

The generally low regard for children's literature is also responsible for the lack of motivation in parents to know for themselves just what is in the books their children are reading. With primary school children in Singapore there is little real effort by parents to guide their children's reading. The lack of parental involvement in this area is the more pronounced as the child grows older.

In Singapore the popularity of Enid Blyton's books has not diminished among the 7–12 year olds, despite the growth in quantity and quality, worldwide, of literature for children of these ages. Blyton's only real rival is television.

Many parents plead ignorance of the field but I do not think this is the real drawback. I believe it is the low regard for children's stories that is the real reason.

The National Library and its seven branches offer excellent collections of children's literature and, though understaffed,[4] are still not being fully utilised in terms of the personal guidance and encouragement a parent can find there, should he take the trouble to find out about the variety of books and authors, of recognised standards, that his child might be reading. The reading rooms of the libraries are made use of mainly by parents and their pre-schoolers. It is not so common to see a parent enjoying the library with an older child. Some parents treat the public libraries as childcare centres. Young children are sometimes left there for hours. The noise and disorder, and the mistreatment of books by such unsupervised children, pose a serious problem in certain of the libraries.

Parents' lack of interest in what their children read shows up in booksellers' stocks. Bookshops are reluctant to keep their stocks of children's literature up to date; their children's sections consist mainly of the cheaper editions of the classics and hoards of Blytons, Nancy Drews and Hardy Boys.

Many factors probably led to this; I venture to suggest that parents' disinterest is a major one. Many parents know the titles of some classics, yet more others remember mainly the Blytons of their own childhood, and because Blytons <u>are</u> so available, the children are usually left to these books.

I am not against Blyton or the Nancy Drew/Hardy Boys books; but children do not have the opportunity to experience better literature if the adults in their lives do not take the trouble to introduce them to other writers.

Perhaps our problem in Singapore is not parents' ignorance of Blyton's limitations, nor even that children are left with an unvarying diet because their parents take their liking for Blytons seriously. I suspect the truth lies another way. It may indeed be that parents <u>do not take their children's liking for books seriously enough</u>. This is because — we come back to the root problem — most people, parents included, have the mistaken notion that children's books, especially story books, are unimportant forms of literature, simplified forms of an adult genre, and it does not really matter, therefore, what story books a child reads.

The love of reading, what a child is encouraged to read, and what is available in his environment for him to read — these have consequences for the creation of an indigenous literature — a Singapore literature — in the long run.

As a nation we are not short of writers of text-books; but we are lamentably lacking in creative writers in the various literary genres (fiction, poetry, drama). It is in these works that the character of a people can find powerful expression. Yet, of all the arts that the nation has seen grow, the literary arts have been the most neglected.

Singapore recognises four official languages — English, Malay, Chinese and Tamil. I confine my remarks to the writings in English. English is the language of our schools and is, rightly, being promoted because it is the bridging language, the one common to all the races in our plural society.

Our 150 years or so of colonial history have resulted in the literature of England and America dominating the reading of our young people. If children are encouraged to love reading at all, they find that these are the books available to them. Picture books with a Singaporean or Asian setting are rare, though we are only now beginning to encourage their production. Even more acute, perhaps, is the lack of novels with an Asian setting for children and young adults.

Were it merely a matter of providing suitable materials for developing literacy in English, there would be no need to be critical of the lack of Asian materials. But reading which is a cultivation of sensibilities requires us to be more demanding and more selective. It is not just in the interests of international understanding that we as Asians ought to be more exposed to literary works from our own region. In a crucial way, Asian works can help us perceive ourselves better, by comparing our experiences with that of characters whose life-style and values are likely to be closer to our own.

Some attempts have been made to set up bodies to initiate and co-ordinate work in publishing and research into the literatures of Asia and the South East Asian region.[5] The exchange of works in the form of translations has so far concentrated on the region's wealth of folk tales, myths and legends. The expression of more recent human experience, such as life in the cities, has yet to come about, be recorded, translated and disseminated.

I believe that the heavy dependence of young Singaporeans on the literature of Britain and America contributes to the slowness with which our own literature is growing. It is, of course, not easy to say how or why an authentic indigenous literature comes about. The matter is too complex to enter into here. But one factor could be identified, in a general sense, as having a clear bearing on whether or not creative writings are emerging from any nation. It is that nation's attitude towards creative, imaginative literature that is at the heart of the issue. If a society has little regard for creative literature, we can expect few literary works to be created. If children grow up thinking of creative writing in English as being the exclusive domain of English and American writers, they will have little motivation to attempt it themselves. As adults they may also take the view that nothing written by their own people is worth bothering about or could ever be comparable to the writings from abroad.

I come back to the point about the importance of the reading habit, and why we in Singapore need to do much more to nurture the love for reading in our children. I believe that the more carefully and generously this habit is nourished, the more we will be helping our children to read widely and thus to create a demand for a greater variety of reading materials. With variety would come, hopefully, enrichment; and enrichment lead to the adventure of writing.

The issues mentioned are related, after all. I would like to think of the reading habit as a <u>lust</u> for books. That is, it should be something difficult to satisfy and therefore likely to be pursued ceaselessly, for the pleasure it yields. Reading for utilitarian motives is good — it brings better grades in school, makes one better in one's job, enables one to make money perhaps — but it is less lasting. The lust

of the mind for nourishment is less easily satisfied, and while its results may be less tangible, its openness to those powers that shape sensibility and quality of thinking is not to be underrated.

My focus has been on the attitudes to reading because this is at the very centre of all our problems related to the reading habit in Singapore. Deficiencies in those attitudes have hindred the growth of the reading habit, and their correction also brings us back to the need to ensure they develop in the right direction from the very beginning. In other words, that habit we are concerned with nurturing is the very one out of which will emerge the attitude towards books in our society.

NOTES

[1] The literacy rate in the 1980 Singapore Census was 84% for persons aged ten years and above and this figure was estimated to rise to 86.4% in 1986. In 1980, 94.3% of the school-going population aged 6–17 years was enrolled in primary, secondary or tertiary level educational institutions, thus ensuring a steep upward trend in literacy levels.

[2] There is an acute shortage of qualified librarians in Singapore, especially in the face of the rapidly expanding services of the National Library. At the moment there appears to be little funding available for the training of librarians abroad, no full-time training course being available in Singapore.

[3] As a story-teller on this programme, I found that I was not involved in the selection of stories at all, and the literature resources of the National Library were not made use of.

[4] The ration, in Singapore, of full-time library staff to population is one to over 6,200 population; in developed countries this ratio is one to 2,000–2,500 population. Staff constraints are exacerbated by the need to provide service in the four official languages of the country.

[5] One of the most recent projects, for example, is a comparative study of nursery rhymes, initiated by the Association of South East Asian Nations (ASEAN) Committee on Culture and Information (COCI).

51-TRAIN 1-E

HUMAN RELATIONS IN LIBRARY EDUCATION: DEVELOPING AND MAINTAINING GOOD RELATIONS WITH USERS

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ABSTRACT

Interactions with users, either direct or indirect, occupy the greater part of the librarian's time. The importance of developing in students a respect for the user as a guiding force for future professional practice is stressed. Library schools can address this by presenting course content in ways which bring out the centrality of the user to library purpose. The need for library education to assist the student develop interpersonal skills is stressed. Teaching methods to assist the student find out about users and develop an orientation which gives the user highest priority are presented.

The topic for this paper is Human Relations in Library Education. My brief is to deal specifically with how library schools can provide educational experiences to assist students develop attitudes which ensure that they perform effectively in situations involving interactions with users. Interaction with users is taken to include the whole range of contacts librarians have with users both direct and indirect and so includes in addition to face to face contact the behind the scenes activities and planning which are necessary for the delivery of library service. Using this definition practically every aspect of the librarian's work has some aspect of interaction with users included in it. A librarian in a back office planning a bookmobile route or opening hours is planning for library interactions with users. Depending on the outcome of this deliberation the ensuing interactions will be more or less successful and possibly result in some non-users becoming users and perhaps unfortunately some users becoming non-users.

I should at this point say that my experience is in the area of educating librarians. Whilst I'm sure that much of what I say would apply equally to other categories of library staff my thinking during the development of this paper has been confined to education in a first professional library course.

Over the years much has been written, by both library educators and practitioners, about content and method in library education. In some countries major investigations have been commissioned to investigate library education in general or some specific aspect of it. One recent study which has attracted attention in the library world is the American study *New Directions in Library and Information Science* published in 1986, widely referred to as the King Report.[1] This study sought to identify competencies necessary for effective performance in library and information work. An interesting conclusion of the study which has a particular bearing on this topic is that in addition to the expected skill and knowledge competencies, the beginning librarian also requires certain attitudinal competencies.

Respect for the user

Whilst the King Report identified some variation in the necessary attitudinal competencies for different library environments respect for users was identified as required for all types of libraries. I would agree that if this basic attitude is encouraged throughout library studies then the groundwork for the development of a good librarian is being laid. That there is more to the provision of good library service than appropriate attitudes is unquestionable. The extent and speed of developments over the past decade or two in the knowledge and skills base required by the beginning librarian has put pressure on library school faculty to concentrate on these areas. Much of the recent literature on library education stresses the need to keep up with the rapidly developing theory and technology relevant to the field.

To return to the attitudinal competency identified by the King Report — respect for the user. How can this be taught? Firstly, students need to be made aware of and encouraged to think about the values of the library profession — that it is a service profession and that an underlying value position is that librarians strive to make library resources as accessible as possible to as many people as possible. An emphasis on expressing these values through service should permeate the whole course. Within a professional course time should always be allocated for discussion about broader social issues which have a bearing on the delivery of library service. Legal, ethical and political factors which might impact on service delivery should all receive attention.

In addition to knowledge and skills associated with effective information collection, organization and access library education is also concerned with the management of libraries. An important part of management involves the effective use of scarce resources. Highlighting this management side of library education is I believe important for a large part of the library's relations with its users are developed within constraints imposed by limited resources. This forces the librarian to constantly face the reality of placing priorities on services and almost inevitably serving some users more fully than others.

Increasing awareness of interpersonal skills

I think we would all agree that developing and maintaining good relations with users involves a great deal more than informing students about the desirability of being nice to library users. Nor is the area fully covered by the library school including components which teach interpersonal skills such as effective public speaking and listening skills, important as these are. The King Report referred to earlier singled out that communication skills for particular attention maintaining skills in this area are necessary across all work settings and functions.

Interpersonal skills are frequently addressed in reference courses where attention is paid to the reference interview and factors to do with this encounter which make it more or less satisfactory. In addition interpersonal skills are addressed in management courses where attention is paid to working both harmoniously and productively with and through other people. In my experience case studies which present interpersonal situations, for example an encounter with a 'difficult' person, are an effective means of heightening awareness of the importance of interpersonal relations. In addition this type of learning experience assists students in identifying their own behaviour styles and assessing their strengths and weaknesses in their dealings with other people.

User centered library school curriculum

From where can library educators draw ideas which will be useful in educating future librarians to perform effectively in situations which involve interactions with users? Marketing theory is one area which can provide overall guiding principles. The marketing orientation is concerned with giving central attention to the consumer's need and wants and not to those of the service provider.

Concepts and tools taken from the marketing field could be a

useful guide in the development of library school courses. Market segmentation which looks at the user community in a way designed to identify variety rather than assuming homogeneity is one idea from marketing which has particular use in the public library area where the user community is almost certainly varied. The marketing audit which is essentially a thorough review of the organization, its goals, services etc. and which takes into account factors such as the price in time and effort of library use to the user, is also a valuable exercise. The marketing audit provides scope to the library school teacher as both a practical data gathering exercise based on a real library as well as a means for focusing discussion around either a real or hypothetical library.

Content related to service provision can be presented in a way which puts the user rather than the provider in a central position. A major activity of the professional librarian is concerned with service design and administration. In course content which deals with service design students should be encouraged to think about what would best answer user needs and preferences. User demands have of course to be put within a context of the resources available and any other restraints which may exist. Students should be encouraged to discuss and come to grips with the fact that service design is not usually easy and that there may be a number of conflicting factors which have to be taken into account. A common problem in service design is that different user groups have different and perhaps even conflicting needs and preferences. Constraints which emerge may be substantial however discussion can be structured to keep in mind the basic point that user needs should be central in the development of library service.

When considering the ongoing administration and monitoring of services students should be encouraged to consider whether user groups and their demands change over time. The importance of monitoring such indicators as circulation and other use statistics and following up changes in these should be stressed. In addition students should be made aware that good service design always includes adequate mechanisms for effective user feedback.[2]

Monitoring service effectiveness would for example include consideration of access to the library's resources by means of the library's catalogue — can people use the catalogue and can they find what they want regardless of the type of search. Discussions of and assignments dealing with cataloguing should emphasize user needs and convenience as well as conformity to cataloguing rules.

Another area where students can come in contact with the user is by studying what others have found out about user needs and human information seeking behaviour in general. Discussion about user study research and exercises which involve the development of user surveys — i.e. how to design and conduct valid and reliable surveys — are possibilities for student assignment work.

Service access also warrants attention keeping the actual and potential user in mind. Are hours suitable for all groups in the user community? In the case of the public library are hours suitable for children, shiftworkers, the elderly etc. Can library service be taken to some groups such as the elderly and infirm? Similarly if academic libraries are being considered discussion could be along the lines of service development to assist the student with a disability.

There are many points within a library course where specific areas can be targeted for special attention. Discussion and student work dealing with library architecture, design and furniture should highlight making the library more hospitable to users. Physical considerations should receive particular attention specifically in relation to those with physical disabilities. It is not hard to devise exercise which bring home very clearly to students the problems of those with particular disabilities. For example, a particular library could be studied from the perspective of physical access for a person confined to a wheelchair. In addition to physical access there is also collection access i.e. provision of material in suitable formats for various groups of users for example large print books for the partially sighted.

Talking about the ideal situation in service provision should also be accompanied by discussion which encourages a positive attitude to the introduction of change. The potential of new technology to make services more available to users is an exciting one and students should be encouraged to think laterally about new technology and its application. Increasingly with the help of new information technology it is possible and viable to take the library or some part of it such as the catalogue to the user.

Teaching methods

Few would question the value of experience in the learning process. Library school courses have a great deal to accomplish in a short space of time (28 weeks in the case of the postgraduate diploma with which I am involved). Whilst practicums are a useful teaching method the library school usually has limited influence over the situations to which the student is exposed and cannot ensure all desired situations are experienced. The library school can however ensure particular experiences if they are a part of the class experience. To complete this paper I have included some teaching methods which should help to achieve the aim of making the beginning librarian more aware of and sensitive to the needs of the library user:

1. Assignments which involve actual experience in libraries and talking to librarians or observing them as they go about their tasks. This type of assignment is sometimes given in reference work with students reporting back to their instructor and perhaps the class about aspects of the encounter such as the skill of the librarian in relating to the user and understanding his/her needs. In teaching library management I have very successfully used real life case studies. Students working in small groups go into libraries in a capacity similar to consultants to work on real problems facing the library. The problems investigated have been varied though all concerned with management issues, quite frequently with aspects of service design.[3]
2. Course work which involves the design and administration of user studies or community surveys. In addition to developing the student's information gathering skills this type of assignment encourages awareness of how much variety there is in the community and the need for library flexibility to respond to it.
3. Literature searches for real people rather than lecturer designed questions as part of courses which deal with reference work or the bibliography of particular fields, an approach used very successfully in my own School by Connie Wilson.[4] In addition to assisting in developing reference skills this type of experience can assist the student develop interpersonal skills.
4. Simulation exercises in areas such as the reference interview, book talks for community groups, etc. as well as in areas such as the impact of a disability on a person's ability to use library services. Course work dealing with promotion and public relations is one area where student work could revolve around planning and conducting meetings, giving book talks etc.
5. Database design assignments structured around consideration of end use.

Course work and assignments which include these types of activities should always have adequate time for class discussion after the activities. Where possible additional methods should be used to demonstrate and illustrate content — e.g. video playback of behaviour in a simulated address to a community group helps to drive home the importance of non-verbal messages in the communication process. Final interviews with those who commissioned literature searches, community studies etc. are a necessary last step for a successful learning experience.

None of the course content and assignment work referred to this discussion is new to library education. Most programs would incorporate some if not many of these suggestions. It is hoped that by bringing them together in this paper the library educator, busy with keeping the student's educational experience up to date in rapidly changing technological and social environments, might be assisted in keeping alive that basic tenet of the profession that service for the user is our central concern.

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HUMAN RELATIONS IN LIBRARY EDUCATION: RELATIONSHIPS AMONG COLLEAGUES

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INTRODUCTION

Of all the aspects of human relations or interpersonal skills we are talking about today, the need for good peer relationship is the one which is most obvious and perhaps easiest to define in a curricular way because it involves constant everyday interaction necessary for a formal organization such as a library to function effectively. Peer relations reflect the concern of individuals working in the organization and group interactions necessary to achieve goals, as well as the management view of "getting things done through people." The human resource is the most important of all the library's resources.[1]

In librarianship and information services we are going through a radical redefinition of the task and nature of both the profession and preparation for entering it, and the interpersonal relations — the challenges, the conflicts, and the strains that are involved — require continuous attention. It is difficult to view those changes from outside the library because the intensity and subtle everyday pressures are seldom observable by funding agencies, outside administrators, or user groups. Since the mission of library service is that of delivering information to people, then the mission itself remains unaffected by changes, but people working together in the organization to effect that change and achieve success, are required now, more than ever before, to be familiar with and attuned to the need for group interaction, problem-solving skills, and to participate in the decision-making process. In recent years librarians have shifted much of their obsession away from the more technical aspects of processing materials, to a broader, even more challenging public services orientation of providing the right information to the right patron at the right time and in the right format. This requires greater peer interaction to achieve that mission.

But, you ask, how does library education teach this process? Perhaps the greatest role, although it is subtle, that we have is one of acculturation, of creating an attitude of professionalism and a dedication to service. This altruistic concept cannot be taught in a single course, or even a grouping of courses, it should not be even attempted in "Librarianship 101" alone. Rather, it must permeate the whole curriculum. The orientation of each course must subtly reflect the peer interactions necessary. But by looking at the issue in a strict course category approach, it is obvious that "management" courses are where the basic concepts most appropriately fit and where it is likely to be emphasized. The question then becomes whether management is a "core" concept which should be built into everyone's education. Most library and information science programs in North America now require a management component for all students, whether the student's goal is to work as a children's services specialist in a public library, or an information specialist in a large special library. Programs in other areas of the world have a similar orientation. Many schools offer several courses with very sophisticated titles, such as "The Experience of Management" and "Human Factors in Information Systems," and "Contemporary Management Theory", while others are more straight forward and reflective of the basics, with titles such as: "Introduction to Library Administration," or more simply "Library Administration" or "Principles of Library Management."

In addition, courses which relate to the organization and management of specific types of libraries — such as music, art, records, law, special, archives, school, medical, academic, and public — emphasize personnel utilization and employ a variety of group activities to illustrate concepts being taught. Further, there are courses which relate to specific personnel issues, such as those on "Personnel Management" and "Collective Bargaining."

It is almost an impossible task to speak briefly on how library and information science programs teach or at least should teach relationships among colleagues, among peers, because almost every component of a professional's education relates to some aspect of this issue. By extension, anyone working in a library must be aware of the importance of group dynamics, task force assessments, problem-solving skills, supervisor-employee relationships, and peer evaluation. All of those are based upon the management "principles" developed from the beginning of management theory, and most obvious as they relate to staffing and leadership in organizations.

In preparing for this talk, I tried to think of the major specific interpersonal dynamics that occur in libraries among peers and particularly between segments of staffs who sometimes feel stress or they, themselves, cause strain. Several come immediately to mind. You may have others you would like to add. The list would surely include, but not be limited to:

1) Formal organizational structure vs. informal group interactions
2) Individual needs vs. organizational behavior
3) Professional vs. support staff status, including pages or student assistants, and unpaid volunteers
4) Public services vs. technical services orientation and conflict
5) Staff vs. management attitudes, including collective bargaining issues; and
6) Technologists vs. traditionalists view of the library.

Although there is not time to delve deeply into any of those aspects, it might be useful to explore, briefly, some of them and how they are addressed, or should be addressed in curricula.

FORMAL VS. INFORMAL

First, it is important to recognize that informal social systems exist in all organizations because they arise naturally from the interaction of people. Informal groups in libraries can present a number of strains, including resistance to change, role conflicts, misinformation through rumors, and forced group conformity. However, with close coordination and mutual agreement among peers and with management on directions and processes, this is less likely to occurr. Individuals must understand how what they are doing fits into the larger organization and what kinds of interaction are needed to achieve library goals. People working in organizations are at a disadvantage if they don't understand human behavior and communication between and among individuals and both formal and informal groups.

Therefore students are at a disadvantage if they are not made aware of it through aspects in the curricula. They must recognize the importance of the work group in promoting individual feelings of acceptance and self-esteem. Rarely disputed today is the importance of peer relations in our labor-intensive libraries and the valued friendships opportunities derived from everyday work situations. "Management can make full use of the potential capacities of its human resources only when each person in the organization is a member of one or more effectively functioning work groups."[2] Finally, in this category, formal and informal communications must be emphasized. "One factor that is related to the effective use of management information is the effectiveness of the organizational communication through which the information will move to the people who need it for decision making. Organizational communication takes into account perceptions of communication patterns, information needs, and the use of various communications channels."[3] The key word in this peer relationship, then, is COMMUNICATIONS.

INDIVIDUAL VS. ORGANIZATIONAL BEHAVIOR

Library organizations today combine technology and humanity, people and machines, stability and change, and all create stress. Since managing involves getting things done through people, management must concentrate on interpersonal relations, to integrate people into the work environment. There exists what one might call a contribution-satisfaction equilibrium which must be maintained: individuals should be motivated to contribute and then should feel a sense of satisfaction over what they have achieved. The operative point is to increase understanding, satisfaction in the work place, and recognition of interpersonal skills necessary. One can work most effectively with colleagues if prepared to think about their mutual roles, responsibilities and potential. Roles and role conflict are major concepts in understand peer relationships. Role strain detracts from effectiveness of the individual and the organization. Flexible organizational structure is vital to the success of a library and to smooth functioning work relationships.

Conflict, ambiguity, and "burn-out" develop because each person responds to the organization in terms of one's perceptions of it and many are unclear of the scope of one's own responsibilities and what is expected. Doubt about how others evaluate coworkers and about how satisfied others are with one's performance, can cause anxiety. Successful organizations are able to build team spirit, readiness to join with others in activity toward a common goal, and loyalty to the team as a social unit. Agreement that the best interests of the library is at heart, does not nean that all agree on what those interests are and how they can best achieved. It does mean that peer interaction is recognized as important in that

negotiating process. Since almost no decision made in an organization is the task of a single individual, the democratic approach to group decision making improves morale, stresses team interaction, keeps individuals aware, and provides a forum for free discussion of ideas and thoughts.

Teaching techniques utilized in our courses should require students to work together in groups, where those interactions, conflicts and outcomes can be observed. ORGANIZATIONAL BEHAVIOR, concerned with the interaction of people in organizations, is the key word.

PROFESSIONAL VS. SUPPORT STAFF

Most information societies are typically pluralistic with various interest groups finding themselves in fierce competition with one another. In libraries, this finds form in staffs composed of employees with different levels of education, interests, and responsibility. In library organizations, though, relating status to job is like braiding hair. To begin, one holds in each hand things which appear to be finite entities, strands of hair. In order to achieve the desired effect these entities must be separated before they can be again properly joined together. Yet they are rejoined to make a whole and each part plays an important role in that final structure, the "braid." Yet this difference, this status, causes stress in libraries. Those stresses are apparent in group relationships between professional and support staff, between technical services and public services personnel, between volunteers and paid employees, and even between librarians and faculty in academic settings where the status of librarians is considered academic.

We must teach about ROLES and how each one forms an important strand in the organization. I am talking more about group conflict than individual conflict, which was already discussed.

MANAGEMENT VS. STAFF

Finally, I would like to mention relationships between management and staff. "The humanist view of people is rooted in a more generous view of human nature. It acknowledges that individuals can be jealous, angry, selfish, ignorant, cruel. Since these qualities are human qualities, they accept them as belonging to human nature. The difference between humanists and those who do not qualify to be called humanists assumes that people are basically decent, caring, kind, considerate, thoughtful, and the rest until they prove themselves otherwise. The non-humanist, on the other hand, assumes that people are uncaring, unkind, inconsiderate, thoughtless, and the rest until they prove themselves otherwise."[4]

Humane people are the key to the effective functioning of any library. A library can have an excellent book collection a magnificent building, and all of the technology in the world, but if it does not have a well-trained, competent, motivated staff, the patrons using the library will not be served effectively. Managing the human component is the central and most important task because all else depends upon how well it is carried out. The humanistic interest places premium on managerial responsibilities for assisting individuals in develop their potential. Cooperative attitudes facilitate organizational effectiveness. This relates to peer relationships as well as supervisor-employee relationships which, after all, is also a peer relationship. The human interaction of LEADERSHIP initiatives is vital in such a setting.

CONCLUSION

So, we have talked about organizational structure and behavior and the effects of management style on peer relationships. We have talked about communications skills and their importance, and about group dynamics and leadership issues. But how much of this is really necessary to teach students? How much can actually be taught? How much could or should be learned on-the-job? And how much is simply an inate ability, an awareness that every good potential professional should have before they are admitted to library school?

To answer those questions we turn to the profession. Research in North America reveals that over 75 percent of the leaders in the field of librarianship feel that emphasis upon human communications theories, processes and practices and upon the social environment within which a library functions, are most important in any curriculum. They feel that management preparation in courses of library and information science should be a top priority. The area of "people skills" consistently comes up on top, although many librarians believe they are not being taught.[5]

Instructors who teach management courses in schools of library and information science may debate how such courses should be taught, but few would question their necessity. No course on management would be complete without articulating the principles of management. None would be complete if it did not attempt to instill an appreciation for a self-developed philosophy based on behavioral theories. That philosophy is built upon peer relationships of working with others in an organization to achieve both the individual's objectives and the organizational goals.

Those theories can best be learned and instilled if there is a direct relationship with what actually occurs in a library setting. One way of achieving that is by employing the "case approach in teaching management. There are several tools which can be utilized in this teaching technique, among them: simulation of actual situations; in-basket exercises; role playing; and, of course, case studies perse. The goal is to relate abstract management principles and theories to actual management practice where functions can be observed, principles can be applied, and theories can be tested.

Students are given opportunity to develop human relations concepts and problem-solving skills in the case approach. A case typically is a record of a situation which actually has been faced or could be faced, together with surrounding facts, opinions, and prejudices upon which decisions have to depend. It is a record of both the rational and irrational aspects of an episode representing an actual situation experienced by real people, and it challenges students to use their knowledge of management theories and principles, their techniques of analysis, and their decision making skills in the solution of the problem. Students can't be "lectured" into becoming effective participants in an interactive environment, they can learn by observing and doing. The group interaction required in a case approach allows students to observe and practice human interaction at its best, and, in some instances, at its worst.[6] Such approaches can be augmented by field experiences, where appropriate, as part of the academic program.[7]

This approach relies on the learning theory which maintains the transfer of knowledge is facilitated when learners are given the opportunity to perceive similarities between what they are learning in theory and the situations in which they are to apply them. Peer relationships are well illustrated in such settings.

Finally, in library education, we should take advantage of the interdisciplinary interests in human resources development which are available in other units of our universities and colleges. Those include schools or departments of public administration, business administration, communication, and sociology. "Organizational Behavior" and "Communications Theory" are two examples of courses likely taught in other units, which could strengthen our programs.

Peer relations are a key to the success of a library; schools should insure that graduates understand the importance of such relationships.

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IMPROVING THE QUALITY OF CONTINUING EDUCATION

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Introduction

Assuring the quality of continuing professional education (CPE) is a goal which library/information professionals involved in CPE heartily endorse. An effective way to improve the quality of continuing education (CE) for librarians, information professionals and others in the field is to conduct sound evaluation of CE programs, activities and products and then to use the results to improve the CE offering.

CE standards or guidelines are one tool which can help us to design effective evaluations. David Deshler (1984, p.5) notes that a recent trend in the literature on program evaluation is "a concern for the creation of standards."

Standards or guidelines are not a panacea for designing successful evaluations; they are but one tool which can help us do a better job. This paper will provide an overview of the Guidelines for Quality in Continuing Education for Information, Library and Media Personnel which were recently adopted by the American Library Association (ALA) as ALA guidelines.

Assumptions

Before going any further, we should state some assumptions about evaluation which impact on the use of such guidelines. First, it must be understood that no two evaluation designs, are, or should be the same; because no two evaluation settings are ever identical. Cronbach (1982, p.321) suggests that "Evaluation is an art. There is no single best plan for an evaluation, not even for an inquiry into a particular program at a particular time, with a particular budget."

Second, evaluation is a complex task. It can be performed at several levels and for various purposes. To design an effective evaluation, the continuing library/information educator must be familiar with a range of possible evaluation strategies and techniques, and must be able to select the most appropriate technique or approach for a given situation.

It is not the purpose of this paper to discuss evaluation strategies and techniques. The author has dealt with this topic in another place (Chobot, 1985). However, it should be recognized that, although one does not need to be an expert in evaluation to implement the Guidelines, it is helpful to have some understanding of the various techniques and approaches which might be employed.

Definitions

The terms continuing education (CE) and continuing professional education (CPE) are used in this paper in their broadest sense. The terms are sometimes interpreted differently in other countries and more narrowly in some contexts. The terms are used in this paper to encompass all activities, both formal and informal, undertaken by individuals working at various levels within the profession of librarianship and information to increase their knowledge, skills and abilities in order to enhance their performance. Using this definition, a broad range of activities, from workshops for para-professionals and entry level professionals to seminars or courses for library managers would be included.

The term evaluation refers to the systematic investigation of the worth or merit of a project, program, activity or product. Formative evaluation is designed and used to improve a CE offering, especially when it is still being developed. Summative evaluation, which is carried out at the conclusion or completion of a CE activity, is designed to present conclusions about its merit or worth and recommendations about whether it should be retained, altered or eliminated.

A criterion is a standard by which a CE offering can be judged or evaluated. The Guidelines were previously called Criteria for Quality.

The term recognition system refers to a system established and supported within a profession or occupation to carry out activities such as the following: to implement criteria or standards for CE; to review or assist in the review of CE programs or offerings; to implement a system of record keeping for CE; to recognize an individual who has achieved the voluntary requirements of the program.

The development of specific guidelines or criteria for insuring the quality of CE offerings in the United States was closely tied to the development of a recognition system. Guidelines or criteria for quality CE are one part of this recognition system. Another element is a voluntary system for the approval of CE providers. To appreciate the historical development of the Guidelines, this relationship must be understood.

Historical Context

The present Guidelines have a long history, spanning fifteen years and incorporating the efforts of many individuals. The events, activities and research efforts which produced this document will be briefly recounted here. For a more comprehensive treatment of the history of CE in the United States, the reader is referred to Stone (1986).

Dr. Elizabeth Stone, Chair of our CPERT, was a prime mover behind the original efforts. In 1973 a nationwide survey of practitioners and of continuing education providers was funded by the National Commission on Libraries and Information Science (NCLIS). This study found serious unevenness in the quality of continuing education and an interest in establishing a voluntary recognition system that included a provision for assurance of quality in programs (Stone, Patrick and Conroy, 1974).

During the summer of 1975, the Continuing Library Education Network and Exchange (CLENE) was organized during the annual American Library Association (ALA) Conference in San Francisco. CLENE RT is now a Round Table within ALA, but was originally an independent organization.

During 1976–77, a CLENE research project to design a voluntary recognition system was funded by the U.S. Office of Education (Stone, Sheahan and Harig, 1979). One of the major elements of a recognition system which was identified were criteria and guidelines for quality CE single offerings and programs. These criteria were considered necessary to insure that CE programs, and CE providers whose offerings were approved, would meet certain standards of quality.

It was not until 1980 that a second funded study permitted the development of the Criteria for Quality (National Council on Quality Continuing Education for Information, Library, Media Personnel, 1980).

Between these two projects, much discussion took place within the library profession in the United States regarding the concept of a voluntary recognition system. The CLENE Board of Directors appointed a task force to develop a plan for the implementation of the recognition system in 1977. In 1978 many meetings were held nationwide to describe the system and to obtain feedback. In June of 1978, a national conclave was called by CLENE. Representatives of the major information, library, media associations and organizations in the United States were invited to attend. The conclave participants concluded that there was a definite need for some type of quality assurance for continuing library education offerings in the United States.

The second CLENE research project referred to above was carried out during 1979–80. The project was funded by the U.S. Office of Education under Title II-B of the Higher Education Act. The purpose of the study was to develop and demonstrate criteria for quality for continuing library education activities and providers. As part of this project, the Criteria for Quality, which is the document upon which the present Guidelines are based, were developed and field-tested.

The project also devised procedures for a voluntary provider approval system for continuing library education. This system evolved into the National Council on Quality CE (NCQ), which is now a committee within the CLENE RT. This group is responsible for implementing the voluntary provider approval system. The NCQ has been using the criteria and procedures developed as part of the 1980 study. There were two documents that resulted from the study: volume I contained the Policy Statement and Criteria for Quality; volume II was the Provider Approval System. The NCQ is currently in the process of reviewing and revising the latter document, and some of its procedures. Generating participation in such a voluntary system is not easy. The NCQ is attempting to increase its visibility and promote the value of obtaining provider approval from the Council so that more CE providers will choose to seek approved provider status.

After CLENE became a Round Table (CLENE RT) within the American Library Association (ALA), the ALA Standing Committee on Library Education (SCOLE) formed a CE Subcommittee, one of the functions of which was to transform the Criteria into the ALA guidelines format. Because the document had been field-tested in the original study, and in use for some time, the CE Committee did not alter the document substantially. The Glossary was updated, and the document reformatted to conform to a standard format for ALA guidelines.

In January 1988, during the Midwinter meeting of ALA in San Antonio, Texas, the Guidelines for Quality in Continuing Education for Information, Library and Media Personnel were officially adopted by the ALA Council as ALA guidelines.

The Guidelines

In evaluating any continuing education activity, one may examine it from four perspectives:

- Planning: Are the training requirements and trainee characteristics clearly defined?
- Design: Are the objectives and learning strategies upon which the program is built clearly evident? Do they address the training requirements and trainee characteristics identified during the planning phase? Are the CE materials instructionally sound and in accordance with program design?
- Delivery: Were adequate human, physical and monetary resources allocated to support the program? Were the facilities appropriate?
- Evaluation: Were appropriate evaluation procedures applied during program development and at the point of delivery?

The Guidelines present a number of factors to be used in assessing the planning, design, delivery and evaluation of CE. Criteria and assessment factors are provided for the following kinds of CE opportunities and providers:

(1) Group programs and activities (e.g., a workshop)
(2) Individualized programs and activities (e.g., an individualized program of study)
(3) Instructional materials and technologies (e.g., a home study course; a video or slide presentation)
(4) Continuing education providers (e.g., library associations, library schools, and other organizations or individuals, such as consultants, who provide CE)
(5) Learning consultants for individualized CE programs (e.g., individuals providing guidance to those wishing to pursue an individualized CE program).

This section of the paper will use examples from the Guidelines to suggest assessment factors which should be considered in determining the adequacy of CE program planning, design, delivery and evaluation procedures.

Planning

During the program planning phase, a number of assessment factors need to be considered:

- Was the target individual or group for the CE intervention clearly identified?
- Was an attempt made to determine the specific needs of the individual or group which the training should address?
- Were individuals knowledgeable about the needs of the target audience or individual consulted during the needs assessment process?

To be effective, continuing education must be focused. Failure to consider the characteristics of the target audience, or the specific needs to be addressed, can result in a program which although instructionally sound, fails to meet the purpose for which it was intended. This means that the resources expended to develop or procure the program, as well as the time of the participants, could well be wasted. In extreme cases, CE which is at an inappropriate level for the target audience can cause frustration and cast doubts on the credibility of the entire CE program.

Specific characteristics of the target audience which might be considered include: the reading or literacy level of the participants; their present level of expertise with the subject matter being presented; the time available to participate in CE; and knowledge and skills which are needed in the work situation so that transfer of training or learning can take place.

Design

Design includes both the conceptualizing and actual creation of the CE program or product. The link to the planning phase is the specific learning objectives which will govern development of the program or instructional materials.

Objectives are measurable or observable learning outcomes. They contain:

- the behavior (knowledge, skill or ability) the learner is expected to exhibit as a result of the CE experience
- the conditions under which determination of successful accomplishment of the objective will be determined
- the standard by which successful accomplishment of the learning objective will be judged.

For example, a simple objective might be stated as follows: Given a non-fiction book to be cataloged, the learner will be able to prepare the appropriate catalog entries with no errors in format or content. Objectives are the building blocks for all continuing education. They should be formulated based on data derived from the needs assessment.

Specific questions to be asked about the design phase include:

- Are the objectives based on the needs assessment?
- Do the objectives describe the expected outcomes for CE participants?
- Are the objectives measurable, observable?
- Are the objectives reasonable and attainable given the individual or group's current expertise and the time and other resources available for the CE program?

The last point is often overlooked. CE can be grounded in valid needs, but can be unrealistic in the expectations which it creates. Often, the changes which occur as a result of CE are incremental and take time to manifest themselves. Governing CE design should be a realistic understanding of what it is possible for the average learner to accomplish.

Once the objectives are specified, it is necessary to translate them into an instructional design; specific learning activities are proposed which lead to the accomplishment of the objectives. This design is often presented in the form of a learning plan.

Some of the specific factors suggested by the Guidelines to assess the quality of a learning design include:

- Are instructional strategies, teaching methods, and proposed content materials appropriate for the objective(s) which they address?
- Are principles of adult learning theory included in the design of the program or materials?
- Are persons knowledgeable in the content area, as well as in instructional design, involved in the development of the CE program or materials?
- Does the design consider the participant's entry level competency?
- How are individual learning styles and learning rates accommodated by the materials?
- Are learning activities organized, sequenced, and paced so as to build effectively on each other?
- Is sufficient time allowed for a participant to meet the learning objectives?

Instructional design is a multi-faceted topic involving a number of related disciplines. Some of the criteria cited above require the participation of an expert for meaningful interpretation and analysis. Initially, this may seem unrealistic. The decision of whether to secure input from outside sources depends on the significance of the CE program or materials. In situations where the CE program or materials will be used with many people, the consequences of major design flaws, in terms of the program's utility and effectiveness, may warrant securing expert input during the CE design and review processes.

Delivery

Even the most carefully designed CE materials can suffer from flawed delivery. Delivery issues range from physical to administrative. Specific criteria suggested in the CE Guidelines include:

- Human resources
- Learning environment
- Administration
- Fiscal resources.

Human resource issues suggest consideration of the following assessment factors:

- Are presenters and other program human resources adequate in number for the type of learning method used?
- Are presenters expert both in their topic, and in techniques for its effective presentation?
- Are appropriate media and instructional methods used to support the presentation of the material?

In the case of group programs or activities, the learning environment is an important contribution to the success of CE offerings. Specific assessment factors to consider in evaluating a CE offering include:

- Is the size of the room appropriate?
- Are the lighting, ventilation and physical conditions adequate to maintain an acceptable level of comfort?
- Is the layout of the room appropriate for the program's design?
- Is the room properly equipped to support the presentation requirements?

Administration of CE programs is an often overlooked element in a program's success or failure. Some assessment factors to consider are:

- Is one qualified individual assigned ultimate responsibility for program administration?

- Is there evidence of program planning?
- Has the program been adequately promoted?
- Is there a recognition system (such as the awarding of CEUs) so that student participation can be documented?

Fiscal planning efforts vary widely for ongoing CE activities. There should be congruity between program goals and the level of funding. Also to be considered are the cost of providing the CE experience to learners, as well as the expense to those individuals in securing CE. Are the programs within the financial reach of those who need them? Have financial resources to augment participant fees been sought to support the program? Are available funds being spent in the most efficient and appropriate manner to provide CE? Is there evidence of sound fiscal planning and management?

Evaluation

As a rule, there are very limited funds available, both to develop and deliver CE, as well as to participate in CE offerings. All such programs, therefore, should incorporate some form of evaluation into their design to allow a determination to be made of whether these funds are being utilized in the best manner to achieve the objectives — that is, are both the program and participants' objectives being met?

Some specific assessment factors to use regarding the evaluation design include:

- Is the program evaluation based on its stated objectives?
- What provisions exist for incorporating evaluation findings into future program redesign?
- Does evaluation include the following topics:
  - — program content
  - — effectiveness of the materials
  - — effectiveness of the presenter
  - — adequacy of facilities?
- Is the issue of transfer of training or learning to the work situation addressed in the evaluation, if possible?
- Is the evaluation process carried out in an unbiased manner, by a qualified individual?

Continuing education has an increasingly important role to play in the professional life of library and information professionals. It is in our best interests that maximum effort be made to assure that the quality of CE offerings continues to improve.

This paper has provided a brief overview of the criteria and assessment factors contained in the ALA Guidelines for Quality in Continuing Education for Information, Library and Media Personnel. Those of you who would like to obtain a complete copy of the Guidelines should write to Margaret Myers, OLPR, SCOLE-CE Liaison, American Library Association, 50 E. Huron Street, Chicago, Illinois 60611, USA.

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GOOD, BAD OR IRRELEVANT: QUALITY, PRICE AND VALUE OF LIBRARY JOURNALS

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ABSTRACT

At least 1400 library journals are now published, and growth continues. Both numbers and diversity are in keeping with the nature of the field but as with all journals price rises and differential pricing anger librarians. Only 56 library and information science titles are listed among the highly cited social science journals in SSCI Journal Citation Reports *for 1986. This paper recommends not population control but application of measures of quality based on use and monetary and nonmonetary aspects of price. What is really surprising is how little the library and information science profession knows about its own journals.*

Introduction

If you are about to read this paper, or to decide whether you want to attend its live presentation, be warned. The title is deliberately provocative — to provoke you to read and to attend. But no condemnation, wholesale or piecemeal, of publishers of library journals should be expected. This paper is set firmly in the belief expressed so well by Dorothy Broderick in a forum on library journal publishing held at an American Library Association Conference some years ago. As she said:

> Readers and subscribers have every bit as much responsibility for the quality of a publication as those who put it out.[1]

Library journals: the population

A count of items listed in the latest available editions of Ulrich's and its companion directory reveals nearly 900 periodicals and more than 500 annuals and irregular serials in library and information science.[2,3] There is also no shortage of secondary literature; more than 120 of the titles listed in these sources are under the subheading 'Abstracts, bibliographies, statistics'. Thus we can be sure that, when we talk about library journals, we are talking about at least 1400 titles worldwide. We can also be sure that the contents of those journals likely to be of more than local interest (provided that they are written in a European language, preferably in English) are likely to be available in the secondary literature, on paper and in electronic form. Among the most up to date and widely used of the secondary services, *Library and Information Science Abstracts* acquired online hosts early and *Library Literature* and *Information Science Abstracts* are also available. Again apparently in the lead, LISA is also available on CD-ROM.

There are indications of strong growth in the population of library journals. The secondary services constantly expand coverage. *Library Literature* announced in a special prefatory notice to the issue for February 1987 that eight titles would no longer be indexed but at the same time that 29 more titles were being added. It was interesting to note that five of the eight titles dropped were library journals of particular States of the United States. Births clearly outnumber deaths, and yet there does not appear to have been any startling net gain over the past six years in number of titles published. In 1982 Johnson noted that the twentieth (1981) edition of *Ulrich's International Periodicals Directory* listed approximately 950 titles under the heading 'Library and Information Sciences'.[4] In fact Johnson's count included references to titles in closely related areas like publishing. When those references are omitted to get comparable figures for 1981 and 1987–88, there were approximately 830 periodicals listed in 1981 and approximately 900 in 1987–88. There has therefore been a net gain of around 8% in periodical titles over the six years. This increase may not seem alarming compared with the great leaps which occurred between 1946 (when 169 titles were reported), 1966 (475 titles) and 1981 (830 titles). (4:p.128) The smaller percentage gain over the past six years is however on a much larger base and if it is sustained will give us well over 1500 periodical titles to greet the new millenium in 2001. A comparable increase in annuals and irregulars would take the total of library journals to around 2500 by that date.

It would also be interesting to know whether there has been net gain in number of pages published by the established journals and of what magnitude.

Librarians have good reasons for wishing to strangle new serials at birth and to put established titles on a strict diet, and some of these reasons will be discussed later in this paper. But let us first note that it is in keeping with the universal and diffuse nature of

librarianship that the journal literature is extensive, written in as many languages as have written literatures and on as many topics as cover the sweep between clay tablets and CD-ROMs and everything between and beyond. Happily, and never more obviously than at IFLA conferences, librarians enjoy and want to continue exchange of ideas. Thus many of the total 1400 library journals are newsletters of groups united by a common interest or ideology or at least by the accident of geographical location. One would expect the several hundred publications of this kind to be concerned mainly with carrying news of people and events.

In discussing the size of the journal literature we should also be aware of the operation of Bradford's Law. The journal literature of library and information science is by no means co-extensive with the library and information science journals. Indeed one would expect library and information science to have one of the most scattered of literatures since there are aspects of information management in every discipline. This fact is of practical as well as theoretical significance since it very much expands the number of journals available as publication outlets for librarians.

In keeping with other aspects of the exponential laws of information science, it is to be expected that most library journals do not enjoy large circulation. As well as those limited to local interest, many of the very many specialist journals are of interest to only a few hundred librarians (or more likely library and information science researchers) worldwide. Among those for which circulation figures are readily available, *American Libraries* seems to be top with 41,500, followed by *Library Journal* with 27,000 and *Library Association Record* with 26.000. (2:pp.968,978) Some commentators have been quick to point to the fact that *American Libraries* and *Library Association Record* come 'free' to all members of the national library associations in the United States and the United Kingdom. But there may be many others like myself, at least among librarians outside these countries, who maintain membership of the associations because that is the least-cost way to get hold of the journals.

It would be interesting to have authenticated circulation figures for all library journals. Without access to any such amenity, I am prepared to guess that, where market conditions prevail, very few of those which aspire to carry articles of lasting worth, whether of general or special interest, have a circulation of more than 1000 and that very many struggle to maintain 400 subscribers. It also seems unlikely that library journals have been exempted from the wave of cancellations of serial subscriptions by libraries worldwide. Less clear is whether individuals are also reducing the numbers of their subscriptions to professional journals.

Prices and other problems

Librarians have been caught in a squeeze between dwindling budgets for purchase of materials and rising prices. They have been especially angered by rates of rises in serial prices which are consistently steeper than rises in prices generally. This anger has been increased by publishers' practices of differential pricing which discriminate against some countries and against libraries as institutional rather than individual subscribers. Mind you, librarians have turned some of this anger into good articles, such as that by Boissonnas, in which the impact of publishing practices on an academic library is dramatized.[5]

Relative to journal prices in many other fields, most library journals are *prima facie* not expensive. The same applies to the price of most journals in relation to the price of monographs in the field. This is not to say that the prices of library journals are not rising or that they are exempt from the inequities of differential pricing or from the effects of falling currency valuations. Moreover, as this paper has already shown there are growing numbers of library journals pressing to be bought. If librarians were, as Houbeck advises, to become more attentive customers of journal publishers, there may well be improvements in the prices of library journals as well as those in many other fields.[6] Certainly the development which he advocates of cost-per-page indexes in this and other disciplines would be a firmer basis for discussion with journal publishers than those now available. At the same time, since most of the 56 most cited journal titles in library and information science, as measured in *Journal Citation Reports*,[7] can be purchased for US$100 or a little over per year and several for substantially less, the claim that library journals are expensive is hard to sustain. But there may be too many of them.

In a lively recent article on the need for population control among journals generally, Lubans not only suggested ways in which control could be achieved but he also twice quoted the opinion of an anonymous scholar that the quality of scholarly serials publication is 'ignorant drivel'.[8] I sympathize with this anonymous and omniscient scholar: his emotions are very like my own as the latest journals pile up on my book shelves unread. If the messages cannot be read, and the messengers carrying them cannot be killed, then at least let's discredit the content as 'ignorant drivel'. But, in this as in most cases of hasty condemnation, the messengers soon found advocates to defend them. Boyce and Wallace replied swiftly to Lubans in a piece entitled 'In defence of "ignorant drivel"'.[9] But let's go back to Lubans, in particular to his urging that we attack the 'drivel factor', and his remark that that 'Librarians have their own literature to start with'. (8:p.660)

In other words, let's face the fact that most of the complaints about serial populations, prices and content do not refer to the news vehicles, house journals, and club notes with which librarianship abounds. The concern is about the quality of those library journals which purport to carry articles of lasting worth, to carry the records of scholarship in the discipline and at the same time to open up those records to judgment by the authors' professional peers.

Quality and value

Boyce and Wallace warn that "Quality is rather like obscenity: it can be recognized readily enough, but defining it in a universally satisfactory manner is difficult". (9:p.654) Perhaps controversy about absolute criteria of quality can be avoided if attention is transferred to the concept of value, in which quality or benefit is divided by the costs involved. It has been argued here that the monetary costs of individual library journals cannot be judged high in absolute terms but there are also of course the nonmonetary elements of the costs to be considered. Many of these are extrinsic to the journals themselves; for example, whether a reader enjoys excellent library and information services with appropriate journal content alerting services, good serials management, database searching and photocopying facilities and so on will clearly affect his or her costs. So will the efficiency or otherwise of the publisher or subscription agent as suppliers and the effectiveness of their marketing techniques. Other nonmonetary costs on the other hand depend on features of the journals themselves. Clearly the time and effort which the reader has to expend is affected by factors such as the languages in which the journals are published, the clarity of expression within each particular language and the tightness of editing within each particular journal. Thus the price will vary with the combination of knowledge, skill and interests which each reader brings to each journal. Ideally librarians could perhaps calculate the value of journals to their readers by collecting data on the number of uses made of a sample of titles in relation to their prices. I know a gifted librarian who used her personal computer to study the value of the clothing she bought. Each item was entered with its cost and any subsequent costs for cleaning and repair were added. Each day she noted the items of clothing she had worn and so derived a measure of cost v. use data for each of her purchases. I do not know whether she has yet published her findings in the ladies apparel literature, but preliminary findings suggested, for example, that buying expensive shoes made very good sense whereas buying expensive handbags did not.

The absence of such relatively objective data on the value of the library journals has not inhibited expressions of opinion. The most celebrated is the remark made by Beals in 1942 that the literature on the social value of public libraries consisted of 'glad tidings, testimony, and research'.[10] His argument was that there were too many examples of the first two and not enough of the third of his categories. Beals' classification was soon applied by other authors to the library literature as a whole and was widely quoted not only well outside the context of public libraries but well out of the time frame in which he made it. But denunciations of the library literature are rarer than they used to be and some formerly harsh critics have softened remarkably. Stevens by 1984 not only regarded the literature as much improved but he also maintained that:

> The proliferation of new publishers, and of new and specialized journals in particular, is evidence of the maturity of the profession.[11]

More objective evidence of the scholarly value of the library journals may be sought in citation analysis. Of the estimated population of 1400 or so library journals, only 56 titles are listed in the latest available edition of *SSCI Journal Citation Reports* (*JCR*).[7] My reading of the preface has left me uncertain about just how journal titles get to be listed, and I do not know what the proportion of listed titles to total journal numbers in any other field is. On the face of it, however, 56 out of 1400 confirms that very few of the library journals are highly cited. The diffuse nature of the discipline and the number of journals devoted to professional but not necessarily scholarly communication may explain this concentration. This figure may on the other hand increase the suspicion gained in an investigation some years ago that the lack of mutual respect and

mutual reading among researchers in library and information science may have harmful effects on the scholarship of the discipline.[12]

Only five of the 56 titles are in languages other than English, namely German and Russian. This could suggest that the English language authors who dominate the highly cited library journals are unlikely to be assimilating non-English literature into their scholarship. The English language may form a large island but it is an island nevertheless. In terms of populations of readers, Spanish, Japanese and Chinese are large territories and they are not represented.

JCR calculates impact factors for the journals which it lists. The impact factor is calculated from the number of citations to a journal in the past two years, divided by the number of source items published in the journal. Few library and information science journals have impact factors to compare with the most cited journals in other social science disciplines, but roughly half of them appear in the top third of the overall listing. So it would seem that, however diffuse the citing patterns in library and information science, they are exceeded by many of the other social science disciplines. If, moreover, citedness is taken as a mark of scholarly quality, then the highly cited library journals score well in the social sciences generally.

A handful of hypotheses

On every hand there seem to be quantitative and qualitative gaps in our knowledge about the library journals. Many hypotheses suggest themselves on the size, shape, use and usefulness of the journal literature of the field. Questions of quality and value have hardly been addressed at the level of careful objective inquiry. Is there, for example, a relationship between the distance of the topic of an article or the specialty of a journal from the evaluator's knowledge and skills base and his or her evaluation of the item? In what direction is this relationship? Is it constant across specialities of research and practice? Are there yet contributors to the library journals capable of making truce overtures between the logical positivists and the adherents of basically relativistic approaches, between the so-called quantitative and the qualitative among researchers in the discipline? A great leap in both theoretical quality and practical relevance of the content of the library journals might be achieved if the profession adopted 'sophisticated methodological pluralism'[13] and 'paradigmatic ecumenism'.[14] These qualities have been urged upon marketing specialists in their journal literature.

To those librarians whose impatience with the costs and troublesomeness of serials inclines them to advocate zero population growth of the library journals along with all others, I would urge that they heed the advice of a one-time librarian. Mao Tse Tung once urged 'Let a thousand flowers bloom'. Perhaps today's librarians can let well over a thousand library journals bloom, provided that we become more discriminating and more attentive to the horticulture of our own blooms.

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TOWARDS A REGIONAL LIBRARY JOURNAL

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ABSTRACT

This paper will discuss the need for a regional library journal in the light of the availability of existing international library journals. The scenario will be mainly in the context of predominantly English — speaking countries or in regional areas where English is one of the common channels for communication. Issues touched upon will include the role of the journal, targetted readership/subscription, content and frequency, and production and distribution. Other areas to be highlighted will be the feasibility of producing such a journal and its anticipated accompanying problems and pitfalls. The author will draw upon his experience in the production of a newsletter which serves more than one country/region.

Introduction

The basis for the discussion of my paper on the need of a regional library journal in the light of the availability of existing international library journals will largely be confined to predominantly English-speaking countries or in regional areas where English is one of the common channels for communication.

Scenario

i Regular international library journals

There is a number of international library journals that have a worldwide coverage and are comparatively fairly widely available. These include:

a IFLA Journal.
b Information development: the international journal for librarians, archivists and information specialists.
c International Library review.
d COMLA Newsletter.
e Library and information science abstracts.
f Library literature.

One distinguishing feature of these journals is that they cover the broad spectrum of the practice of library & information science, crossing the boundaries of national, public, academic, special or school libraries.

The question that arises is do we need regional journals?

ii Regional library groupings

There is a number of regional library groupings. These include:

a ACURIL (Association of Caribbean University, Research & Institute Libraries). Founded 1969.[1]
b CONSAL (Congress of Southeast Asian Librarians). Founded in 1970 as Conference of Southeast Asian Librarians.[2]
c SCECSAL (Standing Conference of Eastern, Central and Southern African Librarians). Founded 1974.[3]
d SCOPAL (Standing Conference of Pacific Libraries). Founded 1978.[4]

Most meet with unfailing regularity — annually, biennially or triennially. However nearly all do not have a regular newsletter. Occasional newsletters seem to be one norm, more in the nature of pre-conference announcements, although most publish their conference proceedings. What happens in the interregnum between conferences? How is regional library news regularly disseminated? The locale for the operations of these regional groupings is mainly in developing countries.

At this juncture it needs to be pointed out that the newsletters of some national library associations, such as Fiji Library Association Newsletter and PNGLA Nius have been known to carry a heavy content of regional news.

However, even at the national level some library associations have encountered production difficulties in ensuring a regular

newsletter output. Moreover, technological advances in information have moved so fast, such as in the context of Singapore, that information is outdated even as it comes off the press. A regional newsletter could certainly help to further boost ties and promote information exchange among professionals in member-countries.

One recent regional library development

The Intra-ASEAN (Association of Southeast Asian Nations) Cultural Programme: Exchange of librarians is sponsored by COCI, the ASEAN Committee on Culture and Information.[6] It started its programme in Indonesia 6-16 September 1987, with a senior librarian each from the six ASEAN member countries viz Brunei Darussalam, Indonesia, Malaysia, Philippines, Singapore and Thailand.

The objectives of the initial three-year programme series are:

i Immediate objectives:
  a. to exchange experience in the management of library systems and practices among member countries,
  b. to make use of this experience for the benefit of each member country in the development of its library systems.

ii Long-term objectives:
  a. to enhance the development of an informed society through libraries,
  b. to further strengthen library cooperation in ASEAN.

The theme of studies involving librarians of relevant expertise has been structured as follows:

Year	Host Country	Theme of study
6–16 Sept 1987	Indonesia	School & public libraries
20-30 Nov 1987	Brunei Darussalam	National Libraries
1988	Malaysia	Special libraries
1988	Philippines	Academic libraries
1989	Singapore	Library computerisation
1989	Thailand	Library education

At each get-together, papers are presented. A regular regional newsletter could help librarians in the area to keep in touch and to purvey the professional literature that is available to have it widely circulated.

Towards a regional library newsletter

The concept of a regular on-going regional library journal/newsletter in the Asian or ASEAN region is not new.

At the Seminar on "Better Journals for the Library Profession" organized by IFLA's Round Table of Editors of Library Journals, held in Montreal 30–31 August 1982, Rosa Vallejo had formulated a proposition for the publication of such a journal, entitled "Journal of Asian Information Studies".[7] Her proposal includes financial estimates, subscription, editorial advisory offices, advertisements and a five-year target in income sources.

One newsletter to be initiated could start small with a 16 page (A-4 size) format appearing quarterly, regularly and on-time. Printing is recommended as compared with mimeographed reproduction as it would be more attractive and readable, and could include photographic reproductions. Contents could include newsworthy items such as "Who's who", "Who's where" and "What's on in various libraries/set-ups". Feature articles could be highlighted — to make it more "meaty".

What are the constraints in publishing such a regional journal? Availability of funds to ensure such an on-going project is one consideration. Initially, it may have to be done on a part-time voluntary basis where the professional contribution is involved. Postal rates and printing costs vary from country to country, so is the quality of printing.

Rates of subscriptions, if they were to be implemented at the initial stage of publication, should take into consideration the economic status of institutions/individuals in developing countries. In the light of existing journals, who gets them? Institutions/libraries that can afford to subscribe to them? Do they get into the hands of interested professionals? In the case of COMLA Newsletter, multiple copies are sent to member-associations for distribution to members, and, limited as they may be, there have been requests for more copies.[5]

Experience in editing journals has shown that the greater hurdle could possibly be the obtaining/collecting of information/materials for publication. Possible delays in postal communication and cultivating and nurturing a series of contacts in each participating country would need to be taken into account.

While chief or senior librarians could have their liaisons and information update through formal or informal links at the regional level, there is definitely a need for published news to permeate to grass-roots level.

However, coming down to brass tacks to ensure the successful launching and viability of such a journal would really involve finding the right person/persons to edit such a journal with the professional commitment and will to achieve and to see it thrive! The need, the availability of information and the infrastructure are already existing. What needs to be done is the harnessing together of such resources into a composite whole.

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Division: EDUCATION AND RESEARCH

Section/RT: Continuing Professional Education

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AN AUSTRALIAN APPROACH TO CONTINUING PROFESSIONAL EDUCATION

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An Australian Approach to Continuing Professional Education

The Library Association of Australia has been involved in continuing professional education since its establishment in 1937, but it is only in the last 10 years or so that it has seen this as one of the major services it can and should offer its members.

The Association is a national professional organisation with over 7500 members, Branches in each state and territory of Australia, and with some 100 divisions ranging in size from 2500 to 25 members. It has one national central office and has only this year opened small local offices in two states. Divisions of the Association have a fair degree of autonomy and have always been encouraged to take an active role in continuing professional education for their members.

The Association has tried a number of approaches to CPE. Initially this was one of the responsibilities of a senior member of staff, whose role was mainly an administrative and co-ordinating role, and the Association offered one or two national programs each year, with the bulk of the activities taking place at the division level. The national programs tended to focus on a recent development in library science, and would be in the form of a travelling workship developed by an academic in consultation with the Association.

With greater emphasis being placed on CPE by the Association's Council and Board of Education, a full-time officer was appointed in 1981 to work with the Divisions and the Board in determining the need for CPE programs, and developing and offering programs in-house or employing outside bodies or individuals to do so. This approach had limited success, largely because of the small number of programs that could be offered centrally, and because of some scheduling promblems with Divisions. It was also not financially viable, and an alternative approach to CPE at the national level began in 1985.

The roles of the various groups in CPE

The responsibilities for the development, planning and administration of the CPE are shared by the Board of Education and its recently renamed Professional Development Committee, Branch Professional Development Officers who monitor the needs of members and co-ordinate the development of locally based activities, and Divisions which plan, sponsor and administer local programs.

The Board of Education through its Continuing Education Committee and in co-operation with Divisions, schools of library and information studies and employers undertakes:

1. to stimulate, support and encourage CPE activities in all aspects of library and information service.

2. to advise General Council on the Association's role in CPE as part of the total process of professional education for library and information workers.

3. to assist Branch officers to identify the needs of staff engaged in library and information work.

4. to establish broad priorities for activities.

5. to identify and recommend appropriate resources strategies for the development and implementation of programs.

6. to assist in co-ordinating activities sponsored by the Divisions of the Association, schools of library ahd information studies and other organisations.

7. to assist in the improvement of the quality of courses available to Association members.

8. to encourage improved access to programs through the use of audiovisual media, and the exploration of advanced communications technology.

9. to monitor the gathering and dissemination of information on CPE to members and libraries.

10. to provide assistance to Divisions in producing high quality programs.

11. to ensure that a range of continuing professional education activities is available to provide opportunities for library and information services personnel to increase their professional expertise and competence.

The Board of Education is responsible for:

1. the establishment of policy concerning the development and review of the LAA's program.

2. oversight and monitoring of the program.

The Professional Development Committee is responsible for:

1. liaising with Divisions to negotiate specific objectives for the national program.

2. evaluating Division priorities and determining which of these are to be put out to tender.

3. evaluating tenders and drawing up a national program.

4. evaluating the national program at regular intervals.

Branch Professional Development Officers are responsible for:

1. investigating and identifying members' CPE needs for both locally and nationally supported activities.

2. encouraging and coordinating the organisation of, and where appropriate organising, local activities. Such coordination may involve the convening of regular meetings with a range of local providers.

3. encouraging the co-ordination of local activities by maintaining a register of divisional activities.

4. assisting in monitoring the development and implementation of nationally supported activites.

5. assisting in the local promotion of nationally supported activites.

6. providing the PD Committee with reports on local activities.

The LAA Office is responsible for:

1. Liaising with Divisions to identify priority areas for nationally supported activities.

2. calling tenders for such activities.

3. liaising with tenderers.

4. negotiation with potential providers where tenders do not cover (or cover inadequately) identified priority areas.

5. providing secretarial support for the PD Committee and its Chairperson.

6. financial administration of national program funds.

7. handling CPE enquiries which come to the LAA office about relevant courses, suggested speakers etc.

8. administration of overseas speakers' itineraries in association with biennial and other national conferences.

The tendering process

The process consists of identification by Divisions of CPE priorities of their members, consideration by the CPE Committee of these areas identified as priorities, determining which are to be put out to tender, calling for tenders, evaluation of tenders (and further negotiation where necessary), acceptance of tenders and mounting of the programs.

In March each year Divisions are asked to identify programs which they wish the Association to mount for them at a national level. These may be

activities that require resources that are beyond the capacity of the Divisions to provide, or that have an element of risk that the Division cannot cover. For example, they may be activities to be run in an isolated area or area of small membership, or they may require substantial development costs. The Divisions provide information on the intended audience, background of the participants, preferred location and time, special resources required etc.

The PD Committee then considers these proposals, and draws up a list of programs to be put out to tender. It aims to have at least one program in each state (and generally there are three or four) and there may be some programs to be offered as travelling workshops, externally or through video or teleconferencing.

Calls for tenders are made in August, and close in early October. Tenderers have included schools of library and information studies, Divisons of the LAA, management consultants, training organisations and individuals, large libraries, business or CPE units in tertiary institutions and other commercial and cost recovery agencies. Tenders which include quotes for taking activities to less populous areas, or for packaging of activities for members at a distance from large centres are particularly encouraged. Cost subsidisation is possible for such activities.

The Association has developed a list of over 100 potential tenderers, and the Divisions are asked to encourage those in their area to submit tenders. They are also asked to identify potential tenderers, and to provide additional information about the topics they have nominated as priorities for programs to tenderers.

Tenderers are asked to provide the following information :

(i) times, dates and places for activities

(ii) expected objectives, rationale and outcomes of the activities

(iii) the qualifications and experience of the personnel involved in developing and implementing the activities.

(iv) the teaching and learning mode(s) of the activities.

(v) resources to be used during the activities, and whether these are to be provided by the tenderers

(vi) plans for promotion and marketing of the activities.

(vii) mechanisms for evaluation and feedback to the LAA PD Committee.

(vii) maximum and minimum number of participants

(ix) suggested fee.

(xi) Total funds or financial return sought for the development, implementation and evaluation of activities.

A detailed program for the activities (e.g. the timetable for a two day course) is not required in the documentation. However, tenderers are encouraged to include any information which may assist the LAA in making decisions on their submissions.

The Association has developed a differential fees schedule for members and non-members for CPE activities, and generally tenderers are expected to adhere to this schedule. However, variations can be negotiated in particular circumstances.

Financial Arrangements

Tenderers are asked to identify the total funds or financial return they seek to develop, implement and evaluate the activity for a maximum and minimum number of participants and a per capita amount between these numbers.

The funds sought should cover:

(i) development costs, or that portion of such costs sought from the LAA

(ii) all direct costs, such as speaker's or leader's fees, travel costs, hire of venue(s), films, computer time and equipment.

(iii) catering costs if appropriate.

(iv) administration costs, including handling of registration fees, accounts, postage, printing and enquiries.

(v) marketing and promotional costs.

(vi) any profit margin which is sought or required by the tenderer.

A breakdown of these costs is not required for tender purposes, nor is it required at the conclusion of the activity. However, tenderers can indicate these costs in their submissions if they so desire.

The course fee generally is paid to the tenderer before the activity is held and all course fees are remitted to the Association at the conclusion of the activity. Thus the Association carries the financial risk if a course is developed and does not succeed in attracting sufficient participants to break even.

Approved Activities

In 1986 the LAA decided to supplement the tendering process by the introduction of 'LAA Approved Activities'. Sometimes continuing education providers (e.g. large libraries, consultants, schools of library and information studies) approach the LAA with ideas for a CPE activity in which they would like to involve the Association but do not need or wish to seek LAA funds to assist in that activity. At the same time, some organisations are keen to tender for LAA activities, but institutional or other

constraints make some arrangements difficult. 'LAA Approved Activity' status is available where funds are not sought or needed but the provider wishes to offer the course with the LAA's approval or endorsement. This service results in a wider range of activities being available to LAA members. In exchange for 'LAA Approved Activity' status and use of the Association's endorsement the LAA charges 5% of gross fees for the course.

Tenders and requests for LAA endorsement are considered in late October, and successful tenderers are advised shortly afterwards. In the three years that the system has been operating 45 tenders have been accepted, and 10 programs have been endorsed as 'LAA Approved Activities'. Of these 19 were from schools of library and information studies, 5 from LAA Divisions, 20 from management, business or training bodies, 5 from tertiary institutions and 6 from libraries. Some were joint activities.

These are some examples of programs offered through the tendering process-

* marketing library and information services- 2 days - management consultant
* marketing the librarian - 3 x 1 day - freelance library consultants
* legal responsiblity of librarians - 3 evenings - tertiary institution
* middle management in libraries - 1 day State Library
* serials automation - 3 x 1 day - training individual
* videotex and libraries - 1 day - library school and consultant
* preservation of library materials - 3 x 1 day - tertiary institution
* Australian government publications - travelling 2 day workshop - Library training organisation.

Outcomes of the tendering process

This process has now been operating for three years, and has had mixed success. It has encouraged Divisions to look more closely at the CPE needs of their members, and to do this more regularly and systematically. It has made them far more aware of the costs and benefits of offering CPE programs, including the costs in time and involvement of local office bearers and members. As noted earlier they have tended to want the national office to take responsibility for programs that are difficult to mount, or seem unlikely to be profitable, or are in remote locations. It has often been difficult to find tenderers interested in offering some of the programs, and in 1987, for example, 6 of 19 identified priority programs could not be offered for this reason. However, calling for tenders has prompted a number of providers to put forward proposals for programs not identified as priorities by Divisions, and several of these have been accepted.

Sometimes negotiations with tenderers take a long time. Some 1988 courses have only just been finalised. Tenderers from outside the profession often

assume they know the CPE needs or interests of people in the library and information studies area, without adequately researching the area or tailoring programs sufficiently to those particular needs. Many do not promote their programs adequately, generally not allowing sufficient lead time.

There is a lot of competition for the CPE dollar, and a survey of CPE activities advertised in the Association's newsletter InCite in 1986 showed that a total of 580 activities of half day duration or more were offered Australia-wide, 213 by the LAA and its Divisions, 247 by data base vendors (training courses) and 120 by other bodies. In 1987 Sections of the Association alone held 8 national conferences of at least 3 days' duration.

In such a climate it is not surprising that the tendered programs have not been a financial success for the Association. The Association's General Council has expected CPE to return a profit overall, and if the Association's very successful conferences are included under the CPE banner it achieves this goal. However, the tendered programs by themselves do not, and given the nature of the programs this is hardly surprising. They are a supplement to the very wide range of activities offered at local level, and they are a means of offering activities that might not otherwise be risked, through the underwriting of development costs. The net financial investment has, however, been small - of the order of $2000 per year.

A survey conducted among LAA Branches found that:

* generally members have difficulty getting time off for CPE activities, and there is much competition for this time.

* fees are considered to be too high, and institutions are reluctant to subsidise attendance.

* local programs are thought to be more closely related to members' needs than national programs (which says something about the identification of priorities).

* better forward planning of CPE programs is needed (which says something about the planning of the national program at the local level)

* the tendering process is cumbersome and requires too much lead-up time.

* tendering is considered to result in high fees for programs.

On the credit side, the PD Committee considers the tendering system to have worked well in:

* identifying a wide range of providers

* linking suitable provders with Divisions of the LAA

* funding activites that would not otherwise have taken place

* making effective use of limited resources.

The process of identifying priorities by Divisions has stimulated many more activities than the relatively small members that are funded under the national program.

'LAA Approved Activities' are becoming more popular, with half of the programs in 1988 being in this category. Providers evidently are finding LAA endorsement to be beneficial, and such programs are finacially attractive - and less work - for the Association.

The Future

The Association expects to continue the tendering process. The General Council has accepted the view of the Professional Development Committee that CPE should be seen to include a whole range of activities such as conferences, seminars, workshops, meetings addressing specific issues, and reading of professional literature, and that the primary objective of CPE should be education and professional development rather than profit. As such Council will continue to underwrite the national program.

The tendering process does need some fine tuning however. More work needs to be done at the local level to identify tenderers, and to build links between providers and the LAA. Activities need better promotion, and to wider audiences than LAA members. The Divisions need to ensure that priorities for local and national CE programs are properly identified, and kept under review. Fees are a constant problem. Members feel CPE should be a service provided by the Association and the Association believes this too, but when commercial providers, and library and information studies schools keen to generate income are among the tenderers it is very difficult to offer courses at discounted, and so subsidised rates.

Few programs have been offered outside capital cities, and even fewer by video, teleconferenceing or other non-traditional means.

As one of a number of avenues for providing an essential service to members the tendering process is likely to continue.

CONTINUING PROFESSIONAL EDUCATION NEEDS FOR BRUNEI DARUSSALAM: the search for quality

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Introduction

Brunei Darussalam ("Abode of Peace") is on the northern coast of the island of Borneo, with an area of 5,705 km² and a population of 227,000 - 25,000 of whom are temporary residents. Oil and natural gas deposits enable Brunei Darussalam to be the third largest producer of oil in South East Asia and the fourth largest in the world of liquefied natural gas [1]. Bruneians enjoy the second largest per capita income in the world [2].

Library Development

The earliest confirmed records relating to libraries in Brunei Darussalam mention the founding of a reading room in Kuala Belait in 1953. This was followed by similar facilities in other towns. A lending service began in 1955 [3]. The Language and Literature Bureau now operates a network of a Central Library, four branches and three mobile libraries serving 52 stops [4].

Government libraries exist in several ministries and departments including the Prime Minister's Office, Law, Foreign Affairs, and Religious Affairs, as well as Radio Televisyen Brunei.

The Brunei Museum contains the finest collection of literature about Brunei Darussalam which it has partly built up through legal deposit. It is also responsible for the national archives and for the Brunei History Centre which contains manuscripts and documents.

Schools, the Sixth Form Centre, and junior colleges all have book collections or libraries. The colleges of Science, Technology, Agriculture and Nursing have more developed collections. The Institute of Technology Library established in 1986 has taken the first steps at automating its activities. A teachers training college was founded in 1956 and moved into purpose-built premises including a Library in 1979 [5]. The University Library shared the same building from its founding in 1985. In 1986 the two libraries were merged [6] and in May 1988 teacher training became a faculty of the University. The Religious Teachers Training College Library was formed in 1971 [7].

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Royal Brunei Shell has a decentralised series of service centres serving individual departments [8]. There are no other commercial and industrial special libraries or foreign cultural libraries, although the Alliance Francaise has materials to support its teaching activities.

The establishment or designation of a national library has been discussed for some time but definite action has not yet been taken [9]. No national bibliography is published and there is no general library legislation except that for legal deposit, archives and the establishment of the Language and Literature Bureau.

Responsibility for libraries is shared between several ministries of the Government and no forum exists at which overall planning and co-ordination of libraries can take place.

Library staff

The number of staff of all kinds working in libraries in Brunei Darussalam is not known but the number with professional qualifications can be determined with some accuracy.

The first Bruneian to receive formal education in Librarianship went to the then North-Western Polytechnic in London, UK in the early 1970's and was awarded the (British) ALA in 1975. She went on to complete an MLS at Loughborough University in 1980 as the first with post-graduate qualifications. Other Bruneians also received professional education in the UK from the late 1970's. The first undergraduate degree in librarianship was obtained in 1982 and the same person went on to obtain the first MA in 1986. The majority of Brunei librarians with professional education obtained a two-year Diploma in Higher Education in Librarianship from Loughborough Technical College (UK). It was intended that some of these students would subsequently transfer to Loughborough University to complete a full undergraduate degree but the programme was not a success and was abandoned. At least 16 students obtained the DipHE although one moved away from librarianship on his return to Brunei Darussalam. In all it is believed that a total of 25 Bruneians have obtained professional education in the UK.

A further 11 Bruneians have obtained the three-year Diploma from the Institut Teknologi Mara in Malaysia in three intakes, first graduating in 1985.

In addition to these Bruneian colleagues on whom must fall the future development of the profession in the country, there are at present a total of six practising foreign librarians, all of whom have obtained post-graduate qualifications. Two are UK citizens. Australia, Indonesia, Malaysia and the Philippines each contribute a single person.

The table that follows has been compiled from discussions with librarians in Brunei Darussalam and is thought to represent the position accurately at the time of writing. All librarians are Government servants and decisions about the libraries in which they work are made by the Government in accordance with authorised staffing figures.

LIBRARIANS IN BRUNEI DARUSSALAM

Qualification	MA/MLS		PG.Dip.		BA/BLS		DipITM		DipHE		Total	
Library	Foreign	Bruneian	Foreign	Bruneian	Foreign	Bruneian	Foreign	Bruneian	Foreign	Bruneian	Foreign	Bruneian
Univ.	3	1	1			2		2		8	4	13
Inst.Tech.			1							2	1	2
Coll:Sci.								2				2
:Tech.								1				1
:Nursing			1								1	
Pub.Lib.		2				1		4		1		8
Museum						1						1
Islamic C.								1				1
PM's Off.										1		1
Legal Dept.										1		1
For.Aff.								1				1
Curric.Centre										2		2
Overseas*						3						3
TOTAL	3	3	3			7		11		15	6	36

* at the time of writing (June 1988) these two are completing studies in the UK.

Training and Professional Activities

Since 1969 the Language and Literature Bureau has conducted training courses at irregular intervals [11]. Staff from a variety of libraries have attended. One of the most recent was organised jointly with the Training Unit of the Establishment Department of the Government in September 1985 and dealt with cataloging [10]. Other courses have been run at the Ministry of Education for School Librarians.

The present writer conducted a seminar/workshop on Library Management, Planning and Services in October 1986 organised jointly by the University and the British Council at which twenty participants attended from several libraries [12].

The Brunei National Library Association was inaugurated in May 1986 and has held a number of meetings and visits. A group of 30 library staff visited neighbouring Sabah in March 1987 [13] and another group visited Jakarta in Indonesia in 1988.

Representatives of National Libraries in ASEAN countries visited Brunei Darussalam in November 1987 and a meeting was held to discuss a series of papers including country reports [14].

Professional Education and Training Needs

From the foregoing overview of the library situation in Brunei Darussalam, it can be seen that a very wide range of professional education and training needs exist. Certain common features emerge and must be taken account of in the planning of responses to these needs.

The first is that, notwithstanding a thorough study by a senior Brunei librarian [15], it is difficult to imagine the circumstances in which the creation of a full library school in Brunei Darussalam could be justified on practical and economic grounds. The size of the infrastructure of libraries and of the profession prevent opportunities for interchange of experience and training in any but the most elementary way.

The second feature is that Brunei Darussalam, like every other country, places great value on the possession of formal qualifications. To have worth in the governmental salary structure, these qualifications must be awarded by a recognised body. Increasingly, world-wide, the trend is away from qualifications awarded by a professional association and toward those awarded by higher education institutions.

The third feature is the need for a coordinated hierarchy of courses and qualifications leading from the introductory to the highest levels. Entrants to the profession must be able to move upward through the range of courses knowing that each successful completion carries with it credit value toward the next level. It is a matter of some concern, not least to the individuals concerned, that those with the two-year DipHE from the UK (nearly 41% of the total of qualified Bruneian librarians) have not easily been able to find a means of converting it to a full three-year undergraduate degree. The best arrangement so far traced will require at least 3½ years for an undergraduate degree.

A feature not always found elsewhere arises from the scarcity of Bruneian graduates in any discipline. At present all local graduates are assured of a salary level and responsibilities in the middle range and far above those of a junior professional level. The effect of this is that it is necessary for staff in first professional posts to have less than a full undergraduate professional degree. It is not easy to find such courses of proper academic rigour in a profession that, throughout the world, increasingly sees itself as all-graduate.

Towards some solutions

At the entry level of the hierarchy provision must be made locally for training and introductory courses. Librarians currently practicing must conduct these and a valuable start has been made at the Language and Literature Bureau. Current needs are not being met yet and a coordinated programme involving several types of library would improve the range of experience that can be offered.

The University Faculty of Education has proposed to the Ministry of Education a short course in School Librarianship as one of a series of in-service courses. These courses would have an academic credit value and a portfolio of courses might, in time, build up to guaranteed entry or exemptions on fully professional courses at established professional schools outside Brunei Darussalam. The one year Certificate for School Librarians available in Malaysia which itself can carry some credit toward the three-year diploma at MARA is a possible route, at least for School Librarians.

It is desirable for the University Library, having half of the professional librarians in Brunei Darussalam and a measure of academic status, to increase the range of courses it offers. In doing this it would be following recommendations made by a senior Brunei librarian well before the founding of the University. Writing in 1980 she commented on the uncertain value of the certificates provided after courses at the Language and Literature Bureau and the need to provide training "locally in an academic setting" [16].

For para-professional staff a well-coordinated range of courses effectively conducted and with a variety of audiovisual and computing instructional material might well be sufficient.

For those aiming for full professional status a "link" arrangement with one or two professional schools outside Brunei Darussalam would be helpful. Through the "link" the school(s) could gain a clear understanding of the present situation and needs in Brunei Darussalam and of the strengths and weaknesses of candidates.

Link visits to Brunei Darussalam could not only involve assessment of local short courses and interviews of candidates but also continuing education courses and workshops. Apart from my own course in 1986, very few other courses have been held by foreign librarians. The exposure to professional ideas from other countries and the opportunities for professional interchange that such courses would bring is needed if the young and small profession is to flourish. Funding for continuing education visits could come from a variety of sources including foreign missions in Brunei Darussalam. The University Library would always be glad to hear of proposals for courses.

Full scale distance learning programmes involving an overseas library school are unlikely to be practicable. The reasons are partly financial for the authorities will not easily be convinced that the "tuition" costs are justified. They are also technical in that telecommunications links which might permit teleconferencing or tutorials are not yet adequate. Finally, the range of professional experience and examples to be studied is very limited.

Librarianship in Brunei Darussalam offers ample scope for higher degree investigation and research. The scale is modest and only three studies have so far been made by Bruneian post-graduate librarians. The University at present only offers undergraduate courses but some supervision in research methodology and professional topics could be provided by academic and library staff. This is an area where links with established schools elsewhere would be not only helpful but essential.

Summary

This brief paper has tried to set out the present situation of librarianship in Brunei Darussalam and to suggest some of the ways in which professional education - both initial and continuing - can contribute to development.

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